LOYOLA UNIVERS

Loyola University fully supports and complies with Title VI of the Civil Rights Act of 1964 and does not discriminate in any way in any of its policies on the basis of race, color, or national origin.

## ENQUIRIES

The University mailing address is:
Loyola University
New Orleans, Louisiana 70118
Telephone (504) 866-5471

All Undergraduate Admissions; Bulletins & Information:
Mr. E. P. Seybold, Dean of Admissions - Ext. 502

Housing; Campus Life:
Mrs. Lynne Neitzschman, Associate Dean of Students - Ext. 552

Athletics:
Mr. Frank Wagar - Ext. 206

Financial Aid; Student Employment:
Mr. John Cado - Ext. 527

Scholarships:
Mr. E. P. Seybold - Ext. 502

Honors; Advanced Placement:
Dr. Lee Gary, Assistant Dean - Ext. 318

Graduate Studies:
Dr. John Christman, Director of Graduate Studies - Ext. 378

Requests for Transcripts; Registration; Pre-registration:
Mr. Earl Retif, Registrar - Ext. 502

General Information:
Dr. John Mosier, Executive Secretary - Ext. 254

# The Bulletin of
# LOYOLA UNIVERSITY
# Undergraduate Studies Issue

*Ad Majorem Dei Gloriam*

1972-73

Containing the programs in Arts and Sciences,
Business, City College,
and Music

New Orleans

LOYOLA UNIVERSITY BULLETIN

Vol. LIV 1972 No. 1

*Published Quarterly*
*Second-Class Postage paid at New Orleans, Louisiana*

Loyola University, Incorporated April 15, 1912. Authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

The Legal and Corporate Title of the University is "Loyola University, New Orleans".

All donations, endowments, legacies, bequests, etc., should be made under this title.

# Table of Contents


Map ..... 3

Academic Calendar ..... 4

The University ..... 7

General Information:
- Admissions ..... 10
- Expenses ..... 14

Student Life:
- Housing ..... 18
- Scholarships & Financial Aid ..... 19
- Services ..... 21
- Organizations ..... 23
- Special Facilities ..... 26

University Regulations ..... 30

Colleges and Divisions:
- College of Arts and Sciences ..... 35
- College of Business Administration ..... 103
- City College ..... 123
- College of Music ..... 125
- Summer Session ..... 144

Undergraduate Courses of Instruction ..... 145

Administration and Faculty ..... 232

Jesuit Colleges & Universities ..... 257

Index ..... 258

# 1972

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **JAN** | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| **FEB** | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | | | | |
| **MAR** | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **APR** | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |
| **MAY** | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| **JUNE** | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **JULY** | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| **AUG** | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| **SEPT** | | | | | | |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **OCT** | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| **NOV** | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| **DEC** | | | | | | |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

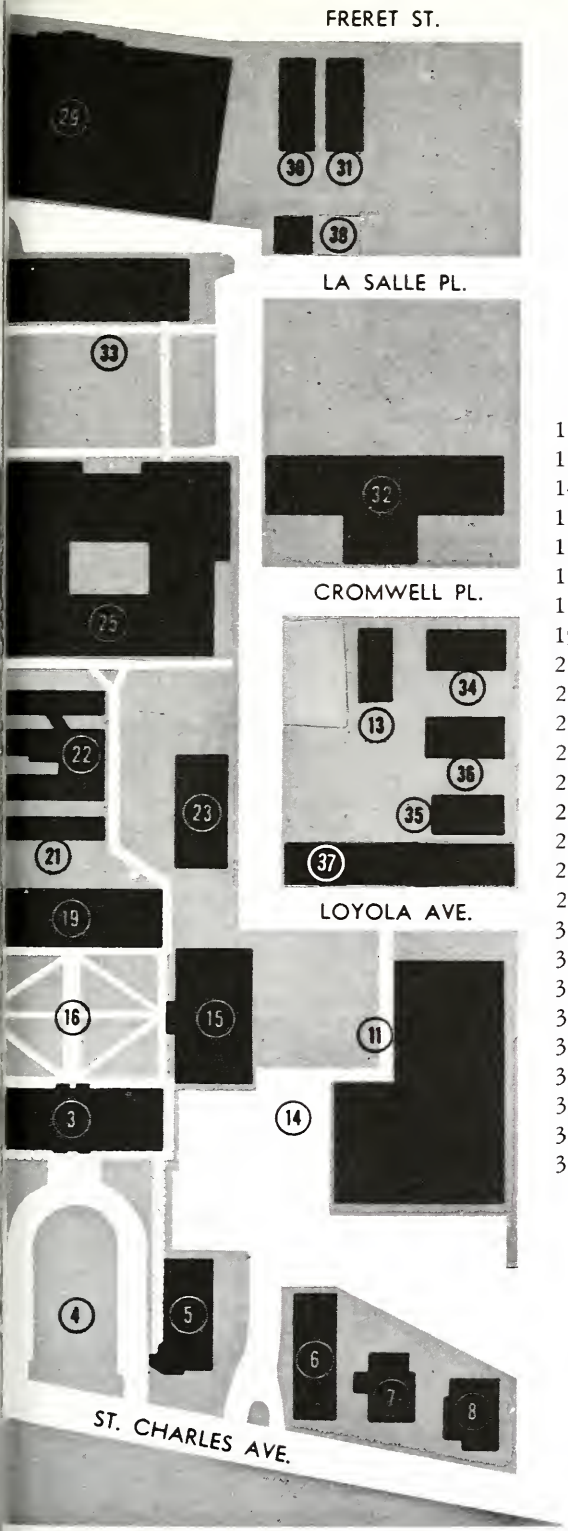
# 1973

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **JAN** | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| **FEB** | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |
| **MAR** | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **APR** | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| **MAY** | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| **JUNE** | | | | | | |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **JULY** | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| **AUG** | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| **SEPT** | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **OCT** | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| **NOV** | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| **DEC** | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |




1. Holy Name Church
2. Burke Memorial
3. Marquette Hall
4. Horseshoe
5. Thomas Hall
6. Law Building
7. Cummings Hall
8. Music Building
11. Science Complex
13. Administrative Practices
14. Science Complex Parking Lot
15. Library
16. Quadrangle
17. Stallings Hall
18. Blenke Utilities Building
19. Bobet Hall
20. Animal House
21. Drama - Speech
22. Health Sciences
23. Purchasing and Receiving
25. Danna Center
26. Physical Plant Building
27. Maintenance Building
28. Biever Hall
29. Field House
30. Carey Hall
31. Martin Hall
32. Holy Name School
33. Buddig Hall
34. Sociology and Languages
35. Art Building
36. Political Science
37. Site for new Law School
38. Infirmary

*The sections of this bulletin are marked by the two seals that have historically been used by the Society since it began education at its present location. The smaller of the two was used in the old Loyola College bulletins published from 1904 through 1910. The larger seal was used by the newly chartered Loyola University from its inception until 1929. Beginning with 1930 university bulletins have appeared with basically the seal used on the title page of this bulletin.*

# Academic Calendar

## Summer Sessions 1972

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**June**

2 Registration for All Colleges for First Session
9:00 A.M.—11:00 A.M.—Names A-L.—Danna Center.
11:00 A.M.—1:00 P.M.—Names M-Z—Danna Center.
Registration for Night Classes is from 6:00 P.M.—8:00 P.M. in Registrar's Office, Danna Center.

3 Late Registration for All Colleges.
9:00 A.M.—12:00 A.M. in Registrar's Office Marquette Hall.

5 Classes Begin for all Colleges.

7 Last day for registration and schedule changes.

30 Last Day in 1st Session to apply to graduate in August 1972.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**July**

4 University Holiday.

6 Last day to drop a course in 1st session.

11 Final Examinations for Night Classes.

12 Final Examinations for 51/2 Week Day Classes.
Registration for 2nd Session 6:00 P.M.—8:00 P.M. in Danna Center.

13 Registration for all Colleges for 2nd Session.
9:00 A.M.—11:00 A.M.—Names A-L.—Danna Center.
11:00 A.M.—1:00 P.M.—Names M-Z.—Danna Center.
Night Classes Begin

14 Day Classes Begin
Late Registration. 9:00 A.M.—12:00 A.M.—Registrar's Office, Marquette Hall.

17 Last Day for registration and schedule changes.

27-28 Final Examinations for 8 week courses.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**August**

2 Last day in 2nd session to apply to graduate in August 1972.

11 Last day to drop a course.

21 All final examinations

# Fall Semester 1972

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**August**

1 Terminal date for admission
23 Freshmen arrival
24-25 Academic orientation
25 All new undergraduate day students Registration 1:00-4:00
26-28 Student life orientation
28 Registration—All returning students; City College, 6:00-9:00 p.m.
30 Classes begin—Late registration fee due

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**September**

3 Latest day for registration.
4 Labor day. University holiday.
6 Latest date for adding courses.
6 Last day to register
8 Last day to add or to change part time - full time status.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**October**

18 Midterm appraisals due.
20 Latest date to apply for graduation in May, 1972.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

**November**

1 All Saints Day. University holiday.
10 Latest date to drop a course.
22 Thanksgiving holidays after last class.
27 Classes resume.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**December**

4-9 Pre-registration for Spring Semester.
8 Immaculate Conception. University holiday.
13 Last day of class.
15 Final examinations begin.
23 Final examinations end.

## Spring Semester 1973

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**January**

3 Terminal date for spring admissions.
16 Registration: City College and Graduate 6 p.m.-9:00 p.m.
18 Registration: Senior, Junior and Sophomores
19 Freshman, All others
22 Classes begin. Late registration fee due.
26 Last day for late registration.
30 Latest date for adding courses or to change Full time - Part time status.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

**February**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**March**

5-6-7 Mardi Gras Holidays.
16 Midterm appraisals due.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**April**

13 Latest date to drop a course.
18 Easter holidays begin after last class.
24 Classes resume.
27 Awards Day.
30 Pre-Registration begins.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**May**

30-4 Pre-registration for Fall and Summer.
3 Last day of class.
7 Final exams begin.
10 Ascension Thursday. University holiday.
14 Latest date for submission of grades for all candidates for graduation in May 1972.
18 Final exams end.
20 Baccalaureate mass at 4 p.m.
21 Commencement. Last day for submission of grades for all students.

# THE UNIVERSITY

Loyola is a Jesuit University, founded by the Society of Jesus and chartered in 1912 with ownership vested in the Loyola community of Jesuit fathers. The University offers a wide variety of undergraduate programs, graduate degrees in business, education, music and the sciences, and a professional degree in law.

Loyola is composed of five colleges: Arts and Sciences, Business, City College, Law, and Music. In addition the University has programs in graduate and summer work, and the Institute of Human Relations operates under its auspices. Loyola also owns and operates the WWL radio and television complex in New Orleans. There are no branch campuses or extensions, or affiliated schools, and the University does not offer correspondence study.

All divisions of the University are fully coeducational. Admissions to any unit of the University is granted without reference to race, residence, religion, or sex.

Loyola enrolls about five thousand students during the academic year, and an additional three thousand during the summer. Approximately three-fifths of these students are undergraduates, two-fifths are women, and two-fifths, part time. There are somewhat under three hundred faculty members, and slightly over two thirds are full time. About fifty of these are Jesuits. Both faculty and students are geographically diversified, with under two-thirds coming from the Southern region of the United States.

The University is located in the uptown residential section of New Orleans, on Saint Charles Avenue facing Audubon Park, and covers nineteen acres. On this site are modern high rise dormitories, and a student center built within the last decade. A new multistory science complex containing classroom and office space for many university departments complements the traditional academic buildings of the main quadrangle. A new building for the School of Law will be opened for use in the fall of 1972. Immediately adjacent to the campus is the main campus of the Tulane University of Louisiana, while Saint Mary's Dominican College is three blocks further down Saint Charles Avenue.

## History

The founder of New Orleans, Bienville, dreamed of establishing a Jesuit college here in the early days of the settlement. It was not until the early nineteenth century that the Society of Jesus began the establishment of colleges in the South, and in the 1830's colleges were operated by the Society in Mobile and the Saint Charles College was established up the river from New Orleans.

In 1847 the Jesuits took steps to found a college in New Orleans. This college was located on the corner of Baronne and Common streets, and the first students reported in February of 1849. The college on Baronne was giving the M.A. degree as early as 1868.

By 1904 another Jesuit college was opened in New Orleans on the site that Loyola occupies today. In 1911 all of the college level departments were moved to this location, and in 1912 the University was officially chartered by the State of Louisiana. It rapidly began to add new schools and colleges: Pharmacy in 1913, Law and Dentistry in 1914, Music in 1932, and Business Administration in 1947.

In 1909 a spark-gap transmitter was started on campus as a part of the Physics department. By 1922 it had matured into WWL radio, and in 1935 it became the CBS affiliate in New Orleans. Today it is one of the few fifty thousand watt clear channel stations in the country. In 1957 the University branched into television with WWL-TV. Both radio and television stations are a part of Loyola University, and besides providing much needed financial assistance they furnish the media by which Loyola serves a larger public. They also provide technical assistance to the Department of communications.

# Purpose

Loyola is committed to the ideal that the Christian gospel presents a world view which can be integrated into the thought of any age. The gospel is not wedded to any given philosophy, science, art, or politics. The world view rooted in the gospel is stable throughout the ages, although its form may vary with the times.

The person is central in a Catholic college. It is the task of a Catholic college to equip man to know himself, his world, his potential, and his Crëator. To perform this function properly it must strive to be one academic community in quest of truth, a community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It will, therefore, be made up of many whose modes of commitment to Christianity and university aims differ: of those religious men and women who have dedicated their lives to the Christian faith commitment, of those who live the Christian faith commitment without a special calling, of those who live non-Christian faith commitments, and even of some who live no faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic college—each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present, or by provoking this quest in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a foundation of creativity. Reverence for creation fosters universal concern and dedication. All

who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic institution must foster among its students, its faculty, and the larger community a critical sense. To think critically, one must have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should achieve excellence in theological instruction and scholarship. Catholic teaching should be present in some structured way, not in order to foster a uniform system of thought but to give theology its true place among the disciplines of higher learning and to aid the student to form his own world view.

Loyola is aware of the great need for innovation in undergraduate education due to the increased importance of the verbal-visual aspects of our culture, the ready availability of information banks, the inability of ordinary courses and structures to meet problems of personal growth, and the importance of non-cognitive elements in education. Because of her size and private status, Loyola is in a unique position to start experimental programs and try new approaches in undergraduate and professional education. Loyola should take advantage of this situation with the full realization that lack of change often implies more risks than change itself.

Loyola is a university located in New Orleans which looks forward to her place in the community of the 1970's. Her impact on the community will be in direct proportion to the number of leaders that she produces. Leadership is the result of thorough discipline and competent training in theoretical areas.

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of Truth and Christian wisdom. In such a community, faculty are in contact with centuries of accumulated wisdom and of the need to shape this wisdom for a new day. Loyola graduates, by reason of their formative contact with this community, should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. They should nonetheless be capable of principled judgment in the face of complexity and ambiguity; and humanely keen—or divinely moved—to leave behind them a better world than they found.

# GENERAL INFORMATION

## Admissions

ADMISSION to the freshman class of Loyola University represents a selection based on the personal and academic records of the applicants. The Committee on Admissions examines the secondary school record, national tests scores, the record of activities in the secondary school, and other evidences of the applicant's character, maturity, and all-round ability.

This program is devised to select a student body with high standards of scholarship and personal character and serious educational aims, without regard to race or creed. Specific admission requirements have been established, and these requirements govern the selection process of the Committee. The requirements are listed under "Academic Requirements for Admission."

Students desiring admission to City College should consult page 123 of this bulletin.

### INSTRUCTIONS FOR MAKING APPLICATION

1. Application forms should be requested of the Office of Admissions, Loyola University, New Orleans, Louisiana 70118, at the end of the junior year or early in the senior year in high school. There is no priority based upon the date of application, but the deadline for receipt of the formal application blank and the $15.00 fee is August 1. While late applications may be accepted under special circumstances, candidates are urged to file their applications as early as possible in the fall.

2. Arrangements must be made by each applicant to take the Scholastic Aptitude Test of the College Entrance Examination Board or the regular test of the American College Testing Program. Information and application forms may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, the CEEB, Box 1025 Berkeley, California 94701 or the American College Testing Program, Box 414, Iowa City, Iowa 52240. The above materials are also available from your school guidance office. The tests must be taken no later than May of the senior year.

3. The appropriate school office should be requested to send the official transcript to the Office of Admissions as promptly as possible after the beginning of the first semester of the senior year. This record must include the courses scheduled for the fall term of that year.

4. A non-refundable fee of $15.00 is charged for making application. An acceptance deposit of $100.00 is required upon acceptance of the offer of admissions. Additionally, students desiring dormitory accommodations are required to forward $50.00 as a housing deposit. These deposits are not refundable but are credited to the student's account in the office of Finance, and the amount is deducted from the expenses for the Fall semester. A student's final eligibility is contingent upon receipt of the Medical Examination and Personal Information form.

5. Students applying for freshman entrance who wish to begin their studies at Loyola in June rather than September should check the proper space on the Loyola admission form. No additional application is necessary.

## ACADEMIC REQUIREMENTS FOR ADMISSION

A candidate for admission must present a transcript of his work from an accredited secondary school and the recommendation of the principal or guidance counselor. The record must show fifteen units (a unit is a year's study in one subject) with grades indicating intellectual ability and promise; the pattern of courses should show purpose and continuity and furnish a background for the freshman curriculum offered by the University. At least four units of English, two units of college preparatory mathematics, two units of a classical or modern foreign language, two units of social science, and one unit of natural science are required. It is strongly recommended that a student present four additional units of academic electives. In the Colleges of Arts and Sciences and Music, the language preparation may be waived and supplied by scheduling elementary language. In the College of Business Administration language units are not required; however, two additional academic electives must be offered.

## THE ROLLING ADMISSIONS PLAN

Decisions regarding admission are made under a policy of rolling admissions on the basis of a six semester high-school transcript, SAT or ACT scores, recommendation by the principal or counselor, and rank in class. Notification of admission under this plan will be mailed as soon as possible after completion of the file. If admission is deferred, the applicant will be considered again. It is his responsibility to have more recent test scores and seventh semester grades forwarded to the Office of Admissions.

## EARLY ENTRANCE

Certain students, who are recommended by their high school principals and are considered by the Committee on Admissions to be ready for college work, may be admitted directly following the completion of their junior year in high school. This program of admission without high school diploma is intended to serve applicants of unusual promise who will benefit from beginning their college careers a year early. The Committee on Admissions may require additional examinations over and above those normally required for entrance and may make use of any other criteria, such as maturity and motivation, which may seem desirable.

## ADVANCED PLACEMENT AND ADVANCED CREDIT FOR ENTERING FRESHMEN

Loyola endeavors to recognize exceptional high school preparation, to avoid requiring freshman to take courses clearly mastered in high school, and to encourage such students to begin their college learning experience at the level most appropriate for their preparation. Loyola provides optional curricular opportunities for the exceptionally well-prepared high school student in two ways: (a) exemption from taking one or more freshman courses, with no credit awarded; and (b) exemption from taking one or more freshman courses, with an award of credit for such courses.

*Advanced Placement:* Advanced placement is awarded on the basis of good performance on the CEEB Advanced Placement Tests, the CEEB Achievement Tests, or, in some cases, on placement tests given by Loyola during orientation week. Grades of 4 and 5 on the CEEB Advanced Placement Tests are accepted for advanced placement. Students receiving a grade of 3 on the test may be awarded advanced placement if the department determines that other factors justify it.

*Advanced Placement Course Credit:* The student who is awarded advanced placement in one or more fields, and who made a score of 3, 4, or 5 on the CEEB Advanced Placement Test, is automatically eligible to receive course credit in such fields. The amount of credit that may be awarded corresponds to the amount of course work waived, up to a maximum of 8 hours in any one field. The student must decide whether or not to accept an award of course credit prior to registration for his first semester, unless a later time is specified by the Dean, and individual departments may require consultation with the student before his decision is made. Grades and quality points for advanced credit courses will be the same as the overall average earned at Loyola.

## ADMISSION OF TRANSFER STUDENTS

Students are admitted to advanced standing upon presentation of satisfactory credentials from an accredited college. Those wishing to apply for admission should submit transcript of credits and applications to the Dean of Admissions at least one month before the opening of a semester.

In order to be considered for transfer to Loyola, an applicant must satisfy the following conditions:

1. Be in good standing at the institution last attended.
2. Have, at the college (s) previously attended, a C cumulative average.
3. Submit separate official transcripts from each college attended.
4. Plan to attend Loyola for at least two semesters of full-time work; it is necessary that a student earn at least thirty-two (32) semester hours in residence, fifteen (15) of which must be in one's major field.

Students who have earned an Associate Degree from an accredited junior or community college will have all passing grade credits accepted toward degree requirements to the extent in which they are applicable to one's chosen program. Students who transfer from an accredited institution without earning any degree will have all passing grade credits accepted as stated above; however, any credits with a grade of "D" may be applicable toward

a degree subject to the approval of both the student's major adviser and academic dean.

Students who have attended or graduated from non-accredited colleges should contact the office of admissions for information on the acceptance and validation of credits.

## FOREIGN STUDENT ADMISSION

Foreign students who desire to enter Loyola must comply with the basic admission requirements established for freshmen and transfer students. In addition these applicants must satisfy all provisions of the Immigration Act. Students must be quite proficient in English since Loyola does not offer special courses in English for foreign students.

The applicant whose primary language is not English must show a proficiency in English adequate for university-level study by taking an appropriate standardized test or by a personal interview. For information on the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

## CITY COLLEGE ADMISSION

The City College of Loyola University offers its students admission on either a credit or non-credit status. All students must regularly attend classes, participate in discussion and activities, write scheduled examinations, and receive earned grades. In differentiation, all courses taken in CREDIT status will be assigned semester hour value and quality points in accordance with one's earned grade and may be applied to the fulfillment of degree requirements. All courses taken in NON-CREDIT status will be assigned a grade but do not have any semester hours or quality point value and cannot satisfy degree requirements.

Application for admission accompanied by proper credentials should be filed in the Office of Admissions prior to the registration dates established for the Fall, Spring, and Summer. Applications will be accepted after these dates, but until official transcripts have been received and evaluated, admission is provisional.

Admission as a CREDIT student may be granted by one of the following: 1. Diploma of graduation from an accredited high school, 2. satisfactory scores achieved on the General Educational Development test (G.E.D.), 3. examination given by Loyola University, 4. transfer from another university or college.

Transfer applicants should present a cumulative grade point average of 2.0 ("C"); however, consideration for admission on probation will be given on an individual basis.

Admission as a NON-CREDIT student may be accomplished by simply filing an application for admission in the Office of Admissions prior to registration.

## MILITARY SERVICE AND U. S. A. F. I. CREDIT

The University does grant credit for military service school courses. This is given in accordance with policies established by the Commission on Accreditation of Service Experiences of the American Council on Education.

Individual requests should be directed to the attention of the Dean of Admissions.

### ADMISSION OF TRANSIENT STUDENTS

Students of other colleges who wish to earn some credit at Loyola may enroll as transient students. They should secure approval in writing from their academic dean; the approval should include a statement of good standing. It should be submitted with the application forms to the Office of Admissions.

### HEALTH OFFICE REQUIREMENTS

Final acceptance is contingent upon a good health report. The Report of Medical Examination form should be submitted as soon as possible after the letter of acceptance is received; however, it must be on file in Health Office before August 15. Certification of vaccination is also required.

### INTERVIEWS

Although a personal interview is not required, a visit to the campus by student and parents is strongly encouraged. Appointments for interviews should be made in advance with the Dean of Admissions.

### THE SPECIAL COLLEGE ORIENTATION FOR PERSONALIZED EDUCATION

A new and progressive educational project at Loyola is the Special College Orientation for Personalized Education. SCOPE is a program of special admission and academic support which adds some flexibility to regular admission requirements. Through SCOPE, students who make low scores on the Scholastic Aptitude Test or the American College Test, or those whose academic record does not show their full potential, may qualify for college. The SCOPE student receives tutoring, counseling, and remedial courses to prepare him for regular college studies. Selected students are invited to the campus four weeks before the start of the fall semester to participate in this program.

### PROGRAM FOR CONTINUING EDUCATION FOR WOMEN

One of Loyola's newest programs, this is geared for the young married women as well as those women whose college education was interrupted by work, marriage and rearing of children. It is designed to maintain a woman's intellectual competence during the family years. Women can elect their own pace for undergraduate work, and are directed into day or evening courses, depending on their convenience. Degree aspirations are encouraged; however, many women will find that selected courses based on personal interest can keep them creatively occupied. Through the program, the first day course is offered at one-half regular tuition costs. University Counselling Center facilities are available to assist women to find a vocation for which they have special aptitude.

# Student Expenses

All students will be mailed a bill for their tuition, fees, room, board, etc.

The billing statement will indicate the date by which payment must be received by the Finance Office. All charges must be paid by this due date. Any student paying after this date will be considered a late registrant and as such pay a late registration fee. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal from the University.

The University reserves the right to change, with due notice, any of the expenses listed and to withhold statements of honorable dismissal, grade reports, transcript of records, diploma, etc. until all indebtedness to the University has been discharged or until satisfactory arrangements have been made with the Senior Vice President—Finance. Also, no student will be allowed admittance for subsequent semesters as long as prior financial indebtedness has not been satisfied. Exceptions to regulations regarding University charges will be made only by the President of the University.

Students are encouraged to make payments by check, money order, etc. made payable to Loyola University. Cash transactions are discouraged.

Summary of annual expenses:

*Application:*

| | |
|---|---|
| Application Fee (not refundable) | $ 15.00 |
| Acceptance Deposit (not refundable but applicable to 1st sem. tuition) | 100.00 |

*Tuition—Undergraduate:*

| | |
|---|---|
| Full time—per semester | 850.00 |
| Overload fee—for each hour over 20 | 55.00 |
| Part time—Regular Students (per sem. hr.) | 55.00 |

*Tuition—City College:*

| | |
|---|---|
| (per sem. hr.) | 30.00 |

*General fees:*

| | |
|---|---|
| University fee—full time students (per semester) | 15.00 |
| University fee—part time students (per semester) | 7.50 |
| Student Center fee—full time students (per semester) | 10.00 |
| Student Center fee—part time students (per semester) | 5.00 |
| SGA Fee (per semester) | 5.00 |

*Housing expenses:*

| | |
|---|---|
| Room Guarantee Deposit (not refundable but applicable to Room and Board) | 50.00 |
| Room and Board (per academic year) | |
| Men ..... (range) | $ 990.00-1090.00 |
| Women ..... (range) | $1050.00-1300.00 |
| Resident students fees | |
| Damage and breakage (refundable) | 25.00 |
| Key deposit (refundable) | 2.00 |

*Contingent fees:*

| | |
|---|---|
| Late Registration Fee | 20.00 |

| | |
|---|---|
| Registration Fee for Degree only (per sem.) | 25.00 |
| Subject Change Fee (per course) | 5.00 |
| Early/Late Examination fee | 10.00 |
| Additional Transcript fee | 2.00 |
| ROTC deposit (refundable) | 25.00 |
| Student Health Insurance (approximately) | 23.00 |

*Fees for seniors:*

| | |
|---|---|
| Graduation fee | 25.00 |
| Cost of Cap and Gown—Bachelors | 9.50 |
| Masters | 11.00 |
| Doctors | 17.00 |

For purposes of fee determination, a part time undergraduate student is defined as taking less than twelve semester hours; a part time graduate or professional student is defined as taking less than nine semester hours.

*The Student Center Fee* is to assist in the operation of the Danna Center (the University Center for student activities).

*The University Fee* is designed to help defray the cost of libraries, laboratories, student placement, student health services, etc.

*The Early/Late Examination Fee* will be charged for any examination taken on other than the assigned date, no matter what the excuse. No early/late examination will be given without the written permission of the Dean.

*The Transcript Fee.* For all transcripts sent after the first one there is a $2.00 fee. However, when a student requests more than five transcripts at one time he is charged $2.00 for the first copy and fifty cents for each additional one.

## MONTHLY PAYMENTS

Although Loyola University has no monthly payment plan of its own, students may subscribe to the plans offered by Education Funds, Inc. or The Tuition Plan, Inc.

Education Funds, Inc. has a plan which enables the parent or student to budget payments of required charges before the school year begins. Payments begin three months prior to Fall registration and continue for ten months. For further information contact Education Funds, Inc., 36 S. Wabash, Room 1000, Chicago, Ill., 60603.

The Tuition Plan, Inc. offers a variety of plans, all of which include Parent Life Insurance for qualified parents. The payment plans are as follows:

| | |
|---|---|
| One Year Plan | repayment is over 12 months |
| Two Year Plan | repayment is over 24, 30, or 36 months |
| Three Year Plan | repayment is over 36, 45, or 54 months |
| Four Year Plan | repayment is over 48, 60, or 72 months |

Contracts with the Tuition Plan, Inc. must be signed before August 1, in order to have the confirmations arrive at Loyola in time for registration. For further information, please write The Tuition Plan, Inc., Service Department, 575 Madison Avenue, New York, N.Y., 10022.

If there is no confirmation of the contract at Loyola, the student will be obliged to pay all tuition and fees as if there were no contract. Should a sub-

sequent payment by EFI or Tuition Plan arrive, this payment can be refunded to the parent or the contracting company at the discretion of the parent.

REFUND POLICY

1. TUITION: Students who withdraw from the university are entitled to a refund of a percentage of their tuition. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the total tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed to the student. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Only tuition is refundable. Tuition refunds are made on the following basis:

a. If formal notice is received within one week after the beginning of the semester a refund of 80% of tuition is made.
b. If formal notice is received within three weeks after the beginning of the semester a refund of 60% of tuition is made.
c. If formal notice is received within five weeks after the beginning of the semester a refund of 40% of tuition is made.
d. No refunds are allowed after the fifth week of classes.

2. ROOM AND BOARD: Students boarding in university dormitories who are dismissed or suspended from school during the semester are not entitled to any refund.

Students in good standing who voluntarily withdraw from the university during the semester are not entitled to any refund on the cost of their room. They may receive a refund on board, prorated from the date of withdrawal. These refunds must be approved by the University Business Manager.

Students entering the Armed Services will be given a full tuition refund regardless of the elapsed time since the beginning of the semester. The enlistment papers or draft orders must be presented to the Finance Office.

# STUDENT LIFE

## Housing

POLICY FOR OUT OF TOWN STUDENTS:

Full time undergraduate men and women students are required to reside in university housing. Requests for information should be directed to the Director of Housing.

RESERVATIONS:

The step toward a reservation is to return all information requested by the Admissions Office. Eligible students are notified by the Director of Admissions that $150 deposit will be required for reservations. Fifty dollars of this deposit applies to the student's housing charges and is not refundable if the student cancels his housing. Resident students already attending the university must have their $50 housing deposit turned in to the Housing Office prior to April 15 for room reservations for the following fall semester. The student must have a signed contract along with all required housing forms, i.e., a medical form, before his housing reservation will be honored.

UNDERGRADUATE MEN:

Biever Hall is a six story dormitory on the north side of the campus. This structure is completely air conditioned and centrally heated and houses 410. Rooms are for double occupancy and are equipped with a phone. Each student has a private locker, single bed, chest of drawers, and desk. A laundry pick-up station is housed on the ground level. Mail boxes, and washing and drying facilities are also provided. Jesuit priests are available for counseling. All supervision is under the Head Resident and Student Resident Assistants.

CONTRACT MEALS:

Both men and women residents must contract for room and board. Students eat the meals included on their meal contract calendar in a special contract dining room of Danna Center. The meal contract charges exclude holidays. Requests for any exception to the policy must be made in writing to the Associate Dean of Students.

UNDERGRADUATE WOMEN:

Buddig Hall is a twelve story dormitory for women on campus. Capacity of

this dormitory is 429. Each suite has individual controls for central heat and air conditioning. These suites house two rooms sharing bath facilities. Each room has its private wash basin and cosmetic stand, 2 single beds, 2 desks, 2 chests of drawers, a bulletin board, book shelves, and a phone. Laundry facilities with washers and dryers are located on the ground floor. A linen and dry cleaning pick-up rental station plus many other conveniences are housed in the building. A limited number of single rooms are available with private bath facilities. Cost will vary with accommodations received. Supervision is under the Head Resident and Resident Assistants.

COST:

Students residing on campus are on a room and board plan. Charges, therefore, cover room and board and are due on a semester basis at the time of registration. Charges may vary with desired accommodations and services or availability of housing facilities.

| | | |
|---|---|---|
| Men | $ 990.00-1090.00 | (Sept.-May) |
| Women | $1050.00-1300.00 | (Sept.-May) |

The above cost does not include cost of the University Health Insurance program (required of all full time students if not waived), nor the $25 deposit for damage and the $2 key deposit. Room charges exclude Christmas holidays as per the university calendar. The university will utilize rooms for guests and special seminars during the Christmas holidays.

The $25 deposit for damages and the $2 key deposit is payable at the time of occupancy. This deposit will be retained by the Finance Office and drawn upon by the housing office when necessary. The full amount of the deposit or the balance will be refunded when the student officially withdraws or graduates.

The $50 room deposit sent through the Admissions Office is credited to the student's room and board charges. It is not refundable if the student cancels his housing request.

# Scholarships & Financial Aid

## ACADEMIC SCHOLARSHIPS

Requests for all scholarship information should be directed to the Financial Aid Office. The deadline for requesting scholarship applications is April 15.

*The President's Scholarship* (Available to all Jesuit High Schools)—A scholarship is awarded by the President of the University to the student who graduates first in his class from each Jesuit high school. Principals of the Jesuit high schools present their nominees and their credentials to the University Scholarship Committee.

*Honor Scholarship* (Available to selected Catholic High Schools)—Scholarships are available to selected Catholic high schools and are awarded to one student from each school among the first five in each class. Principals of these

high schools recommend their respective candidates to the University Scholarship Committee.

## UNIVERSITY SCHOLARSHIPS

University Scholarships are awarded to attract superior students and are based on academic achievement and specific student need. Scholarship requests will be reviewed by the University Scholarship Committee upon receipt of all required application forms and supporting credentials.

*Founded Scholarships* (Available to all High Schools)—These scholarships, made available through the generosity of benefactors of Loyola University, are awarded by the University Scholarship Committee on the basis of academic achievement and financial need.

*Brother/Sister Remission*—Loyola grants a remission of $100 per semester per student for two or more dependents of the same parents provided that the students are paying full tuition and hold no scholarships.

*College of Music Scholarships*—The College holds auditions in the early part of the year. Scholarships are awarded directly by the Scholarships Committee of the College. Awards are made on the basis of need and ability.

*Dental Hygiene Curriculum Scholarships*—Scholarships are available through the Educational Trust Fund of the American Dental Hygienists' Association, for students in Dental Hygiene.

Applications may be secured from the Dental Hygiene department. These scholarships are to be used to defray the cost of tuition and related costs of one year of study. Candidates must have completed a minimum of one year in a school of dental hygiene and present a minimum of 3.00 grade point average.

## STUDENT ASSISTANTSHIPS

It is possible to defray a portion of the tuition costs through performance of on-campus work for a specified number of hours a week in the various departments of the university. These jobs are limited and are not given out until after the Fall Semester is in session.

*Work-Study Program*—This is an on-campus employment program supported jointly by the university and the Federal Government. Eligibility is based on financial need. These jobs are limited and are not given out until after the Fall Semester is in session.

## LOANS AND GRANTS

*Louisiana Higher Education Assistance Loan*—The State of Louisiana will agree to guarantee loans negotiated between specific banks and college students who are legal residents of Louisiana. The loan is limited to $1,000 per year and a $5,000 aggregate. Interest is paid by the state while the student is still in school. The interest is 7% and will be paid by the commission while the student is in school, if the family's adjusted income is less than $15,000.

*National Defense Student Loan Program*—This program has been instituted by the Federal Government for the purpose of making long term, low-interest loans to qualified students. The maximum amount a student may borrow is $1,000 in an academic year and the total is limited to $5,000. The amount bor-

rowed is determined by the university. The loan begins to accrue 3% interest nine months after the student leaves school. The loan matures ten years after this termination.

*U.S. Loan Program for Cuban Refugees*—This is a program limited to students who cannot get help from home for their education in the United States. Three percent interest begins to accrue 12 months after the borrower ceases to be a full-time student. The loan must be repaid within a period of ten years.

*Out-of-State Loans*—Most states have state loan programs for residents of their state. Some are handled by the state agency and some are handled by private agencies for the state. Students interested in these loans should check with their State Office of Education or their local bank.

*Educational Opportunity Grants*—Grants are given under this program by the Federal Government to a limited number of undergraduates with exceptional financial need. The grants range from $200 to $1000 per year and must be matched by an equal amount of money from a federal loan, scholarship, or on-campus job.

*Tuition Remission Grants*—The University offers a limited amount of Tuition Remission Grants to entering freshmen students with low income who give high academic promise.

### PLACEMENT OFFICE—STUDENT EMPLOYMENT

This office serves as a focal point for bringing together students who are interested in employment after graduation and employers seeking this talent. Each year interviewers from a wide range of national and local concerns are brought on campus. Also included in this service is a job-finding bureau for part time and summer employment.

## Services

### HEALTH SERVICE

Loyola University maintains a medical service on the campus for students, both resident and non-resident.

It is operated under the following rules:

1. Students, both resident and non-resident, entering Loyola for the first time or re-entering the University must undergo a physical examination by their personal physician, before their registration is officially completed. A signed medical release form is absolutely necessary for resident students. Health insurance is mandatory for resident students and is optional for non-resident students.

2. The University may also require physical examinations at other designated times during the student's stay.

3. A student may be refused admission to the University on the recommendation of the medical examiners. This board also may request a student already enrolled to withdraw.

4. A student may see the University Physician during his office hours on the campus, Monday through Friday.

5. Patients confined on the campus will be visited by the University Physician or by the physician of the student's choice at his own expense.

6. Medicines or hospitalization are not provided by the University's health service.

7. Full time students are required to participate in the Loyola Student Health Insurance Program or waive it by completion of a waiver form.

## COUNSELING CENTER

The University has a staff of Clinical and Counseling Psychologists who are available to the students for professional testing and counseling. The aim of the Counseling Center is to aid Loyola students in vocational, personality or social adjustment problems.

## ACADEMIC COUNSELING

Each student at Loyola is assigned an academic adviser, a fulltime faculty member who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his adviser at least twice a semester.

## SPIRITUAL LIFE

The University appoints a priest together with needed assistants to the post of University Chaplain for all the students. He is at their disposal at all times to guide, counsel and advise. Students will find him ready to assist them in their spiritual, personal and individual problems. He is responsible for all the organized spiritual activities on the campus.

## RETREATS

There are no obligatory retreats at Loyola, but all students are encouraged to take part in one of the three types of retreats offered. The traditional closed retreats at one of the near-by retreat houses stress personal meditation and silence. A second type, called "An Experience in Christian Community" is offered to Loyola students and students of other colleges in the area. This type is made in a group of thirty to forty and stresses group discussions and activity. The third type is made in a private home with a group of ten to twelve. It stresses both personal meditation and group discussion. Besides these retreats, days of recollection are offered from time to time during the year.

## SPIRITUAL ORGANIZATIONS

*Chi Rho Mu* is the primary spiritual organization on the campus. Its aim is to help students seek out and find their Christian response in the context of college life in the post-Vatican II Church.

INCAP, *the Inter-Collegiate Community Action Program* is composed of students from colleges, universities and nursing schools in New Orleans. The students work through and with existing agencies and institutions in the

New Orleans area in varied volunteer capacities such as tutoring, supervising recreation, taking children on cultural field trips, etc.

# Organizations

## STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of forty-two members, representing the College of Arts and Sciences, the Schools of Law and Dentistry, the Colleges of Music, and Business Administration and City College. These students are selected by the student body with the approval of the Dean of Students. The SGA serves to unify students thought and action. It conducts general meetings and elections, sponsors and manages interclass contests and leads and directs student activities.

## STUDENT UNION

The Student Union, the largest organization on campus, consists of over 150 selected students whose purpose is to promote and coordinate the various activities in the University's Danna Student Center. The Student Union supplements and implements the academic curriculum of the university by fulfilling its three main programming functions: social, cultural and recreational. Eight committees, in addition to the five officers of the Union, comprise the Student Union Governing Board. The committees are Fine Arts, Current Events, Dance and Entertainment, Hospitality, Personnel, Publicity, Public Relations, and Recreation.

## HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established on campus for all students.

*Alpha Sigma Nu*—Membership in Alpha Sigma Nu, national honorary Jesuit scholastic society, is the greatest honor which can be bestowed upon undergraduate male students of the university who have distinguished themselves by scholastic achievement. Sole honor group set aside for that purpose on the campus, the Loyola Chapter was established April 26, 1936. The two highest ranking students in each school or college of the university are nominated for membership each year. Final selection is made from their number.

*Blue Key*—Blue Key is a national honorary service fraternity whose members are chosen by the active student chapter from male students who have distinguished themselves in leadership, activity, scholarship and service rendered the university. The Loyola chapter was founded September 14, 1931.

*Cardinal Key*—Cardinal Key national honor sorority was established in 1953. Election to the sorority is the recognition of achievement by a Loyola co-ed in scholarship and extra-curricular activity. The organization seeks to advance religion, patriotism, and service by affording training for leadership in the college community.

*Conservative Club*—The Conservative Club of Loyola was founded in 1961–1962. Its aim is to preserve, by means of education, the constitution of the United States, free enterprise, and the Catholic principle of subsidiarity. Promotion of conservative points is effected by the distribution of literature, guest speakers, and public debates.

*Edward Douglass White Debating Society*—Named for the statesman and jurist of Louisiana who became the Chief Justice of the United States Supreme Court, the Edward Douglass White Debating Society was established in September 1925. Its purpose is to foster an interest in the art of self-expression and eloquence. From its members is chosen the varsity debating team which represents the university against teams from throughout the nation.

*International Club*—For the purpose of intimate study of international relations, and to stimulate friendly cooperation among the Foreign and English speaking students of Loyola, the International Club was organized on March 1, 1970.

*Philosophy Club*—Reactivated in October 1953, the Philosophy Club offers an annual lecture series. The organization inaugurated the St. Thomas Aquinas Lecture in Philosophy delivered each year on that Saint's feast day.

*Pre-Law Club*—The Pre-Law Club was established on December 15, 1953. It was founded in order that pre-legal students might receive an early orientation to work in the School of Law and to the subsequent practice of law.

*Republican Club*—The purpose of the organization is to collect, analyze and discuss political affairs, to promote better political ideals, and to support worthy Republican candidates for public office. The club offers an opportunity for political expression and recogition.

*The New Loyola Theatre*—The New Loyola Theatre is an out-growth of a former theatrical organization on campus, the Thespians. This theatre holds open auditions for all of its productions and presents to the Loyola student body the finest works of playwrights past and present. Rehearsals and performances are conducted on a thoroughly professional basis to provide interested students with solid theatrical training.

*University Band*—The band provides students with the opportunity to develop musical ability and taste, and to acquire practical experience through performance at concerts. Band activities include two formal concerts, a concert tour, presentation of a guest conductor and soloist, television shows, and performance at university functions and atheltic events. Membership is open to all students who have the required ability and training.

*Stage Band*—The stage band offers interested musicians an opportunity to perform music in the popular jazz idioms, study of arranging and techniques of improvisation. Open to university students by audition.

*University Concert Choir*—A select choral organization open to all university students by audition.

*University Grand Chorus*—A large choral organization specializing in larger choral works with orchestral accompaniment. Open to all university students.

## SERVICE ORGANIZATIONS

*Alpha Pi Omicron*—Organized in September 1938, Alpha Pi Omicron, service fraternity, provides an organized means by which the male students of Loyola may render service to the university, its faculty, and student body. Among its many activities are the publishing of the Loyola University Directory, distributed free of charge to the entire university, ushering at forums and commencement exercises.

*Lambda Sigma Lambda*—Lambda Sigma Lambda, service sorority, was organized to serve the university, its faculty and student body in all ways possible and in so doing to instill in its members the virtues of generosity, dependability, initiative, leadership, loyalty and cooperation. Founded on October 16, 1941, the sorority places itself at the disposal of administrative offices and student organizations to aid them in any way whatsoever.

## STUDENT PUBLICATIONS

*Maroon*—The University newspaper, the *Maroon,* is published about 25 times during the year by a student staff under the direction of the faculty of the Department of Journalism. Positions on the editorial and business staffs are open to all students of the university.

*University Directory*—Alpha Pi Omicron, service fraternity, presents to the faculty and students the *University Directory*. Contained therein is the name, address and telephone number of every member of the faculty, student body, and staff of the university. This book is presented free of cost and edited entirely by members of APO.

*The Student Handbook* or "L" Book was first published as an aid and guide for Freshmen. While maintaining this purpose, it is now prepared annually by the Student Council as a reminder to upperclassmen of the ideals, traditions, and regulations of Loyola.

## DANNA CENTER

Serving as Loyola's community center, Danna Center provides a convenient and inviting place to meet friends, relax and recreate. In addition to dining, recreation and meeting facilities the Center houses a rathskeller, bookstore, post office, barber shop and beauty salon.

The offices of the Dean & Associate Dean of Students, the Chaplain and Counseling Bureau are located in the Center as well as the office of the Union Director, Financial Aid Officer, Placement Director, Student Government Assoc., Student Union and other student organizations.

The Communications Complex, located in the lower level of the Center, includes the University's closed circuit television station and campus radio station WLDC. WLDC is a closed circuit radio station which is student run under the sponsorship of the Communications Department. The station serves the campus of Loyola University and Dominican College, is a member of the Associated Press, the Intercollegiate Broadcast System, and the American Boardcasting Company contemporary radio network. All interested students are eligible to work on the radio station.

## I.D. CARDS

*Each student must have an I.D. Card on his person at all times* and must

present it to University officials on demand (See p. 232). Usage by students other than to whom issued is subject to fine and/or disciplinary action. Lost I.D. Cards must be reported to the Student Union Director. Replacements may be obtained from his office. The charge for each replacement will be $3.

# Special Facilities and Programs

## LIBRARY

The university libraries house a quarter of a million volumes, and hold subscriptions to over 1500 periodicals and journals. In addition to the main library, there are specialized libraries for music, law, and science in the academic buildings housing those disciplines. The library, which is on the open stacks system, also offers microform. Music listening facilities are available through the Music Library.

## COMPUTER CENTER

The University Computer Center offers a full range of services through its medium scale Control Data 3300 computer system, and a small scale IBM 1620 computer. The CDC 3300 is operated on a closed-shop basis providing rapid turn-around for student, faculty, and administrative users. The IBM 1620 is run on an open-shop basis making available "hands-on" experience. Qualified personnel are available to assist users of either system.

## THE NEW ORLEANS CONSORTIUM

The New Orleans Consortium is a new cooperative effort among Loyola and Xavier Universities and St. Mary's Dominican College to strengthen educational opportunities. Begun in September 1967 it has made possible the sharing of curriculum, libraries and cultural events. Under Consortium provisions, Loyola students may supplement their schedules with courses offered at Xavier or Dominican when the courses are not offered at Loyola. These may be credited towards a degree at Loyola.

The purpose of the Consortium is to provide students with a greater variety of courses as well as better library resources. By eliminating duplication in the libraries, a much wider range of material is therefore offered. In addition, combined efforts will increase the quantity as well as quality of cultural events for the colleges. Further information regarding the Consortium may be obtained from the student's dean.

## CROSS-REGISTRATION WITH CITY COLLEGE OF LOYOLA UNIVERSITY

Beginning with the fall semester 1971, University College of Tulane University and City College of Loyola University will each accept cross-registration for courses from the other, subject to the following conditions and limitations:

1. Students seeking cross-registration shall have good academic standing in their college of origin.
2. They shall be enrolled in a degree program in that college.

3. Students will be allowed to cross-register for only one course each semester.
4. They shall possess the requisite qualifications to enter those courses to which they seek admission.
5. Cross-registration will be limited to those courses for which no equivalent is offered or open in the students' college of origin. That is, no students will be allowed to cross-register for courses available to them in their own college.
6. Inasmuch as the standard course units differ in each college (the standard in University College being the unit equivalent of four hours, as compared to the three-hour standard course in City College), the basis for credit will be in the ratio 4:3. That is, students taking one Tulane unit will be credited by Loyola with one four-hour course; conversely, students taking one three-hour course will be credited with ¾ of a unit.
7. Such other conditions and limitations as become necessary will be implemented at the mutual agreement of the Deans of the respective colleges.
8. Tuition will be that of the college offering the course.
9. Each college will accept all credits (including *D*'s) for courses taken in the other college. However, the pass-fail option will not be available to cross-registrating students.

Students interested in cross-registration subject to the qualifications remarked above should contact either University College of Tulane University or City College of Loyola University.

## RESERVE OFFICERS TRAINING CORPS

The Department of the Army maintains a General Military Science ROTC unit at Loyola. Students admitted to the Advanced Course may, prior to graduation, request a Reserve commission in a branch in which their professional major will qualify them. Instruction is given in subjects common to all branches of the Army.

## THE INSTITUTE OF POLITICS

The Institute of Politics was formed at Loyola in June, 1968, and trains young community leaders in practical politics. Its program is geared to the development of new political leadership in New Orleans, Louisiana and the South. The institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night for nine-month periods, participants represent a broad cross-section of the city, geographically and professionally. Approximately 16 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, political polling and campaign financing. Speakers represent local, state and national levels of politics.

## GENERAL STUDIES

Those students who are uncertain as to their major may enroll in the General Studies program, which is an intensive advising program that does not lead to a degree. Students may remain in the program through their fourth semester of work or until they have earned 64 hours.

## ADDITIONAL PROGRAMS

The university offers an unusually wide variety of courses in the areas of American studies, library science, visual arts, social welfare, and honors and privileged studies. Students in all undergraduate fields are encouraged to take courses in these areas. For full particulars, consult the appropriate heading under "Programs" in the College of Arts and Sciences Section of this bulletin.

# International Studies Program

## SUMMER SESSION IN MEXICO CITY

Each year Loyola conducts a Language and Cultural Center in Mexico City on the campus of Universidad Iberoamericana. A six-week session is offered featuring courses in Spanish as well as courses conducted in English in subjects pertaining to the history and culture of Mexico and Latin America. Courses are also offered in sociology, philosophy, mathematics, economics and other courses in Business Administration.

Students live in Mexican homes selected by the Committee on Housing. Tours and excursions are taken to the San Juan Teotihuacan Pyramids, Puebla, Tula and Cuernavaca, as well as the National Museum of Anthropology, the National Historical Museum and other places of interest.

Total cost which includes tuition, room and board, and the obligatory tours is $375.00.

## CULTURAL TOUR OF WESTERN EUROPE

Loyola University offers a forty-five day tour of Western Europe and Scandinavia. Usually, fourteen countries are visited. The purpose of the program is to acquaint students with the cultural aspects of Europe. A faculty member is tour director. Six semester hours may be earned in Visual Arts. The program is in its eighth year.

## TWENTY-TWO DAY GRAND TOUR OF GREECE AND ITALY

Loyola offers this special program for students and faculty and staff. Countries visited are: Greece and Italy during the summer of 1973.

## LOYOLA IN ROME

Loyola University Rome Center of Liberal Arts was inaugurated in February 1962. The Center is the undergraduate European branch of Loyola University of Chicago. Methods of instruction and academic standards are the same as those prevailing throughout the university. Men and women students of Loyola University in New Orleans who have completed two years or more with beter than a C average may request permission of their Dean to register at the Rome Center. Registrations are for one year, beginning in September.

The curriculum emphasis is on the Humanities. Courses are selected with a view to the cultural and historical importance of Rome and Western Europe. The courses vary each semester in departments of Art, Classics, Dra-

ma, Education, History, Language, Literature, Philosophy, Political Science Psychology, and Theology. All classes are conducted in English.

For further information on the programs listed above, and additional ones, contact the Assistant to the Dean of Admissions, Loyola University, New Orleans, Louisiana 70118.

# UNIVERSITY REGULATIONS

## KNOWLEDGE OF REGULATIONS

Students are held responsible for compliance with the regulations of the University and should familiarize themselves with the provisions of this bulletin, distributed by the Admissions Office, the Student Handbook distributed by the Dean of Students, posted official notices and official instructions given to students.

At registration, it is understood that both the student and the student's parents or guardians agree to the student being governed by the University regulations and will abide by decisions that may be made by the Student Court and Official bodies of the University regarding the individual student.

## ATTENDANCE

Each instructor must announce at the beginning of the semester how attendance in his class will affect his grading. Specifically, he may judge that attendance in class is imperative and demand adherence to the policy that a student is liable to receive an F at the discretion of his instructor if he misses fifteen percent of his classes.

Therefore, attendance is required in all undergraduate day courses subject to the above paragraph.

Freshmen and probationary students are liable to receive an F if they miss more than fifteen percent of their classes for any one course.

The policy in the above paragraph constitutes the attendance policy for all night undergraduate courses of City College.

## GRADES

All work is graded by letters, interpreted as follows:

A Excellent (4 quality points per credit hour)
B Good (3 quality points per credit hour)
C Average (2 quality points per credit hour)
D Minimally passing. (1 quality point per credit hour)
F Failure (no quality points per credit hour)
I Incomplete This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade must be made up within six weeks after the end of the term in which it was incurred. After six weeks an I grade automatically converts to an F unless the Dean of the College authorizes an extension.
W Withdrawal. Any student withdrawing from a course will be automatically

assigned a W grade. The instructors concerned will then assign letter grades of I or P if the student is passing, and F if he is failing.

P Pass. In addition to work graded by letters, the university offers a pass-fail provision for university fellows. F grades in pass-fail are counted as valid F grades. P grades are not counted toward quality point averages. At the end of the semester the student will receive a letter grade and all grades of D or above will be recorded as P by the Registrar. In the event that the student wishes to major in a field in which he has previously taken a pass-fail credit, the student has two options: a) he may request that the letter grade which he received in the course be considered by the department; b) he may, with the permission of the department, select another course to fulfill the requirement.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

## GRADE REPORTS

A report of the grades made by a student in his scheduled subjects is sent to the student at the middle and end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser. The Registrar's Office will also send a copy of the grades to the student's parents, guardian, or sponsor upon the student's written request.

## REPETITION OF COURSES

A student who has failed a course will be allowed to repeat that course when it is next offered. No more than two repetitions of the same course will be allowed to any student.

## SCHEDULE, STATUS, AND COLLEGE CHANGES

A student desiring to drop a scheduled course or to add another course after his semester's schedule has been filed in the Registrar's Office should consult with his Adviser or the Chairman of the Department in which he is registered from whom he should obtain written permission to revise his schedule. This written permission should be presented by the student to the Dean for approval. Permission to add a course or change from one section to another will not be granted after the date indicated in the Session Calendar as the last day for schedule adjustments.

Students may change college or major only with the approval of their Dean and then only during registration and pre-registration.

Students remaining in the University who officially drop one or more courses prior to the date designated in the Session Calendar as the last day to drop a course will *not* have grades recorded in those courses.

Those students who withdraw officially from the University prior to the last day for dropping courses will not have grades recorded in those courses for which they were registered at time of withdrawal.

All students who withdraw officially from the University after the last day for dropping courses will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal, a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate failure in the course.

## CLASSIFICATION

Students who have successfully completed 24 hours of work for college credit are classified as sophomores; 56 hours, juniors; and 90 hours, seniors.

## STANDING

A student's standing is computed on the basis only of work done at Loyola, or under the auspices of its special foreign programs, although his entire record will be used to compute graduation honors. Standing is computed by the following formula: the total number of quality points accumulated at Loyola divided by the number of hours attempted for letter grades A through F. The number of quality points obtained for each individual course is computed by multiplying the number of credit hours the course is worth by the quality point equivalent of the letter grade received in the course.

1. Good standing: a student whose overall average is 2.0 except for first semester freshman, whose average must be 1.7.
2. Dean's List standing: a student whose Loyola average is 3.5 or better.
3. Probationary standing: first term freshmen will be put on probation if their average is lower than 1.7. For every semester after the first a student will be placed on probation if his average is lower than 2.0. A student on probation must register for at least 12 and no more than 16 hours. The university deans evaluate each probationary student individually. However, only in unusual cases will a student be allowed to remain on probation for more than one semester.

## WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from the University during a semester before taking the final examinations of the semester forfeits all credit for work done in that semester.

To withdraw officially from the University a student must:

1) Obtain withdrawal forms from the Office of the Registrar.
2) Obtain signatures designated officials on withdrawal forms. (These forms will not be signed until the student has cleared all obligations to the University.)
3) Resident students must officially withdraw by obtaining clearance through the housing office.

*Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of the Registrar.*

Those students who withdraw officially from the University *prior* to mid-semester grades, will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the University *after* the mid-semester grades will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Students are reminded that they must complete official withdrawal from the University before the termination of the semester in which they have registered.

In the case of a student who is called to active duty in any branch of the armed services before the date for final examinations in the semester, the following exceptions to the formal regulations have been made:

1. *Should a second semester senior be called to military service within six weeks of the date of commencement exercises, he will have the dates of his final examinations advanced, and, if he passes successfully, he will be granted full credit and his degree.*
2. *A senior in his first semester, or a junior, sophomore, or freshman in either semester who is called into military service within four weeks of the end of the semester will have his examination dates advanced, and, if he passes successfully, be granted full credit for the semester.*
3. *A notation of the action taken by the University in accordance with the provisions made above will be made on the records and transcripts of the students who have received full credit under these provisions.*

## DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

## INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will follow these principles and in so doing, protect the validity of the University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized data of any kind. Instructors for their part, will exercise care in the planning and supervision of academic work, so that honest effort be positively encouraged.

The following regulations pertain to all students taking final examinations, mid-semester tests, daily quizes, or writing term papers:

1. No student is allowed to bring to an examination any textbooks, notebooks, or any other printed or written matter without the consent and knowledge of the instructor. He is allowed to have only the necessary number of the examination Bluebooks in which there must not be any writing whatever at the beginning of the examination.
2. The examinations must be written in the official Bluebooks or on paper provided by the instructor.
3. During the entire period of the examination, no student is permitted to speak or signal in any way to any other student, to pass or attempt to pass anything to any other student, to look in the direction of another student's examination paper, or to look at any other paper other than that of his own Bluebook. Should two students' papers be found to be so similar that it is evident that one of the students copied from the paper of the other, both students may be charged with a failure on the examination.
4. Whenever a student gives a quotation in a termpaper, he must use quota-

tion marks to indicate the entire quotation and he must give a footnote reference to the book or article from which he took the quotation.

5. In quizzes, whether written or oral, the above rules are to be observed wherever they are applicable.

Penalties. A student violating any of these regulations or found guilty of any form of dishonesty in classwork will be penalized as follows:

1. If the violation occurs in the mid-semester test, he will be given a failing grade in the course involved and will be required to withdraw from all the courses scheduled in that semester. In a case of the second violation, the student will be expelled.
2. If the violation occurs in the final examination, the student will be given a failing grade in the course involved but he will be allowed and required to complete all other examinations. He will receive full credit for the semester, but will be suspended from the University for the next semester. If the violations occur in the Spring semester, the student will not be allowed to register in either the following Summer school session or the Fall semester. In the case of a second violation, the student will be expelled from the University.
3. If the violation occurs in a quiz or termpaper, the student will be given a failing grade in the course but may continue his work in another subject. A second violation will be punished by suspension for a semester. A third violation will be cause for expulsion from the University.

## CONSORTIUM

The university encourages students to take courses in the other two schools of the New Orleans Consortium, Xavier University and Dominican College. It is the policy of the New Orleans Consortium to allow any full-time student in its member institutions to register without charge for any course in any other member school under the following conditions:

1. The student must have his dean's approval in writing.
2. No new sections will be formed to accommodate Consortium students.
3. The student may take a maximum of two courses or six hours' work, whichever is greater, at another institution.

## LEAVE OF ABSENCE

Students may apply for a leave of absence for a specified period of time. All such leaves should be approved by the dean if the student is to retain his place in the university without prejudice. This is especially true as regards students wishing to study at other universities, even only for the summer. In all cases the student must have his courses validated by his major department and formalized by the dean.

## SUMMER SCHOOL

Students must obtain permission from their Dean to attend summer school away from Loyola. No transfer credit will be awarded for summer work unless the courses were approved by the major adviser and Dean. Only students in good standing are granted permission to attend another institution's summer school.

## GENERAL ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as

set forth in this bulletin. The University, through the deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

To be eligible for graduation, the student must have fulfilled his specific degree requirements, he must be in good standing, and he must have discharged his financial obligation to the university. In the first part of the academic year in which he expects to graduate, he must file for candidacy with the Registrar. He must attend all designated meetings of the candidates. Every student must participate in the Undergraduate Testing Program of the ETS, or its equivalent, if tests are available in his field. All exceptions must be approved by the Provost.

## GRADUATION HONORS

Graduation honors are computed according to the quality point system. A student's graduation average is determined by dividing the total number of quality points earned by the total number of semester hours attempted by the student during his entire course.

Semester hours carried include all hours attempted, excluding authorized withdrawals, but including all attempts at a course which has been repeated in order to raise the total of quality points. A student who has made an average of 3.5 graduates *cum laude;* one who has made an average of 3.7 *magna cum laude;* one who has made an average of 3.9 *summa cum laude*. Record of these honors is inscribed on the diplomas and noted in the list of graduates published for the Commencement Exercises.

# COLLEGE OF ARTS AND SCIENCES

*Dean*: Joseph A. Tetlow, S.J., Ph.D.;
*Assistant Dean:* L. P. Gary, Jr., Ph.D.

The College, founded in 1912, is accredited by the Southern Association of Colleges and Schools, National Council for Accreditation of Teacher Education for the preparation of elementary teachers, secondary teachers, and principals leading to the Bachelor's or the Master's degree. It is approved for Teacher Education by the Louisiana State Board of Education. It holds membership in the American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, National Educational Association and the Southern Association of Colleges and Schools.

The College gives the degree bachelor of arts or bachelor of science in the fields of Classics, Communications, Drama, Economics, English, History, Journalism, Modern Foreign Languages (French, German, Russian, Spanish), Philosophy, Political Science, Psychology, Sociology, Speech, Theology, Biology, Chemistry, Education (Elementary, Secondary, Physical), Mathematics, Medical Technology, Physics, and Computer Science. In addition it offers instruction in the areas of Religious Studies, Social Welfare, American Studies, Library Science, Military Science, and Visual Arts. Students preparing for law schools may enroll in the pre-legal curriculum; those wishing to go to medical, dental, pharmacy or veterinary schools, however, will normally work towards a degree in biology, and these programs are administered by that department. Students with unusual aptitudes and interests may take courses in the honors and privileged studies programs, which supplements but does not replace work the student is pursuing for a regular degree.

## REQUIREMENTS FOR DEGREE

The bachelor of arts and bachelor of science degrees are granted on the basis of 128 successful semester hours of college work, which may include credit for advanced placement, 256 quality points, completion of the college distribution and degree concentration requirements, listed below, and certification by the major department. A minimum of two semesters, at the least the last two, shall be spent in residence in the college. Successful completion of at least 30 hours of course work with an overall average of 2.0 in major field of study is required.

No more than 21 nor less than 12 hours may be taken in any one semester without authorization by the Dean.

## DISTRIBUTION REQUIREMENTS

The distribution requirements are intended to give the student a background in philosophy, religion, and social studies; to allow him to develop a proficiency in a foreign language; to give him a liberal background in science; and to further his knowledge of literature and communication. The student will normally complete all of the requirements 1, 2, 3, 6 & 7, and half of 5 & 6 by the conclusion of his sophomore year.

The specific requirements are:

1. Twelve semester hours of English, including En 110-111, and two upper division English courses. Credit will not be given for remedial courses. (English 101-102).
2. Twelve semester hours of one foreign language on the college level, or the equivalent knowledge thereof, are required for candidates in many of the major degree programs.

   *Placement*

   The general placement policy of the department of modern foreign languages is as follows:

   A student with *no* high school unit in a modern foreign language will be placed in 101–102. After he has successfully completed 101–102 and 201–202, he will have fulfilled his language requirement.

A student with only *one* high school unit in modern foreign language is strongly urged to begin another language. If, however, he wishes to continue in his high school language, he will normally be placed in 101–102. After he has completed 101–102 and 201–202, he will have fulfilled his language requirement. Such students will be expected to perform in a manner superior to students with no high school language training.

A student with *two* high school units in a modern foreign language will be placed in 201–202. After he has successfully completed 201–202, i.e., after only six hours, he will have completed his language requirement. Students with a poor high school record in a modern foreign language and/or students who place low on a placement examination may, on occasion, be allowed to *audit* 101–102, but under no circumstances will they be allowed to take 101–102 for credit towards fulfillment of their language requirement.

A student with *three or more* units from high school in a modern foreign language will generally be placed in either 301–302 or 310–311. Students with a poor high school record and/or students who place low on a placement examination may, on occasion, be allowed to take 205–206 for credit towards fulfilling thier language requirement. A student, who has been placed in 301–302 or 310–311, and who successfully completes those six hours, will have fulfilled his language requirement. A student placed in 205–206, when he completes successfully those six hours, will have fulfilled his language requirement.

*Placement Examination*

Prior to registration at the beginning of each academic year a placement examination will be administered to all students wishing to take it. A student who places sufficiently high on this examination may, with permission of the dean, be considered to have been released from his language requirement.

The purpose of the placement examination to to aid the department in placing students more accurately in the general framework of placement policies as stated above.

Students may fulfill the foreign language requirement by taking Classical Studies. Placement and credit is at the discretion of the chairman.

3. Six semester hours of history. Students needing six hours of history to meet the requirements of their degree programs should ordinarily take a lower division survey course sequence (101-102, 103-104, 201-202, or 203-204). By way of exception, with approval of the professor, a student may substitute two upper division courses.
4. Twelve hours of philosophy. Students who have not completed a previous philosophy course must begin with Pl 101. All students are required to complete at least one course from Group I. A student may fulfill all his requirements by selecting courses from Group I, if he so desires or if his departmental chairman or adviser so requires. A student may take any course from Group II at any time provided he has completed the prerequisites for the desired course.
5. Twelve hours of theology or religious studies. Theology courses for

academic year are distributed over four broad areas. Students required to take twelve hours should choose one course from each area in sequential order. Students required to take nine hours should choose one course from any three areas in sequential order. Students required to take six hours should choose one course from any two areas in sequential order. Exceptions to following areas in sequential order (Area 1-2-3-4) must be by the chairman of the Department of Theology upon recommendation of student's academic adviser or Dean.

6. Six hours of mathematics, generally Mt 111-112. Credit will not be given for remedial courses.
7. Eight hours of science, generally chemistry, physics or biology.

*At the request of the major advisor or chairman, the Dean may delete any distribution requirements, in order to allow the student to derive maximum benefit from his course of study.*

## DEGREE CONCENTRATION REQUIREMENTS

The specific requirements are set by the student's department, and outlined below by department. However, the college requirement is a minimum of thirty hours in the student's major field with a 2.0 average. Transfer students must complete half of their major degree concentration in residence at Loyola. (minimum of 15 semester hours). Oral and written comprehensive examination requirements in student's major field are set by the department.

## HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established on the campus for students in the College of Arts and Sciences.

*Beta Epsilon Upsilon,* honorary medical technology society, was founded on the campus May 23, 1939. It provides a stimulus for scholastic attainment in this field of the medical profession. Its activities include presentation of professional programs at meetings. Membership is by invitation of the active chapter to those who meet scholastic requirements.

*Kappa Delta Pi* is an honor society in education to encourage high professional, intellectual, and personal standards and to recognize outstanding contributions in education. Zeta Rho Chapter, established at Loyola on October 8, 1949, taps those undergraduates who achieve a quality point average of 3.3 and graduate students who earn a quality point average of 3.5. Kappa Delta Pi has as its journal, *The Educational Forum,* which is one of the leading scholarly journals in education.

*Pi Mu Epsilon* is the National Honors Mathematics Fraternity. Loyola University Department of Mathematics was installed as the Louisiana Theta Chapter on April 17, 1970. Membership in the fraternity is dedicated to high scholastic achievement and to the promotion of excellence in the all encompassing study of mathematics. Students of high scholastic ability and interest in mathematics are eligible for tapping regardless of their major field of study.

Rho Phi Theta Mathematics Society will continue for mathematics students before they are eligible for Pi Mu Epsilon.

*Psi Chi* is a national honorary scholastic psychology fraternity for students who are majoring or minoring in psychology. Its purpose is to advance the science of psychology, and to encourage, stimulate, and maintain scholarship in all fields.

*Rho Phi Theta* is a mathematics fraternity. Its objectives are identical with those of Pi Mu Epsilon the National Honors Mathematics Fraternity, the promotion of scholarly activity in mathematics among students in academic institutions and among the staffs of qualified non-academic institutions.

*Sigma Phi Alpha* is the Dental Hygiene Honor Society. Second Year students may be elected. Students elected to membership of Chi Chapter of Sigma Phi Alpha must rank highest in scholarship and character.

*Sigma Pi Sigma.* The Loyola Chapter of Sigma Pi Sigma, national honor physics society, was installed December 19, 1954. Purpose of this group is to reward high scholarship by election to membership, to advance knowledge and interest in physics, to promote a spirit of cooperation between students and faculty, and to sponsor extra-curricular activities of the physics department.

The *Thirty Club* is an honorary journalism society whose purpose is to promote the advancement of journalism on the high school and college levels.

*Tri Beta.* The Eta Lambda chapter of Tri Beta, national honor biology society, was established at Loyola on March 24, 1956. It unites biology, pre-medical, pre-pharmacy, pre-dental and medical technology students into a single group with a common interest in biology.

## PROFESSIONAL AND ACADEMIC SOCIETIES

*Alpha Delta Theta.* The Loyola chapter of Alpha Delta Theta, national professional medical technology society, is the successor to the Medical Technology Club founded on May 14, 1937, Dedicated to fostering a spirit of comradeship and professional union, the club sponsors lectures, movies and social events.

*Agramonte Pre-Medical Society.* This group, named in honor of Dr. Aristides Agramonte, noted malaria fighter and co-worker of Dr. Walter Reed, was founded in 1941 to provide an organized cocurricular preparation for the study of medicine. The program includes lectures, motion pictures, field trips to medical institutions and a "Pre-Med Night" for high school students.

*American Chemical Society.* The Loyola University Chapter of the Student Affiliates of the American Chemical Society was chartered on August 21, 1942, as an out-growth of the Chemistry Club, founded in 1933. Lectures, discussions, and visits to industrial and research plants constitute the yearly program. Membership is open to students who have completed a course in general chemistry.

*Delta Epsilon Sigma* is a national scholarship honor for students and graduates of Catholic colleges and universities. Members are chosen from the College of Arts and Sciences on a basis of good character, liberal culture, and high scholarship. Candidates must have at least a "B" average throughout their four years.

*Elementary Education Club* affiliated with the National Education Association, the Elementary Education Club is a professional group founded in

1948. The club serves to cement the bond among the undergraduate education majors that will continue through later professional relationship.

*Edward A. Gamard Pre-Dental Society.* The Gamard Pre-Dental Society had its beginning in 1946 to establish closer contact among the men who in later life will be professional associates. Membership is open to all pre-dental students.

*The Loyola University Junior American Dental Hygienists' Association* was organized in the fall of 1965. Through membership, the students learn the standards, ethics and accomplishments expected of them as professional hygienists and they become acquainted with the awards and responsibilities of their chosen profession.

The American Dental Hygienists' Association offers the undergraduate student membership in the national association. The junior member is entitled to a membership card, *"The Journal of the American Dental Hygienists' Association,"* and admission to any of the scientific sessions of the Association.

*Michelson Physics Society.* Named for Albert A. Michelson, noted American physicist, this society was founded in 1942. The society sponsors a series of student seminars and lectures by experts in various fields of physics. All students who have completed one semester of physics are eligible for membership.

*Secondary Education Club.* This club is concerned with fostering interest in secondary education. Lectures are given by outstanding persons in the teaching field and other programs are conducted.

The *Social Science Club* was organized in April 1958. The club was founded to further interest in the social sciences. It sponsors the appearance of authorities in fields related to the social sciences and humanities.

# DEPARTMENTS:

## Biological Sciences

*Chairman:* John H. Mullahy, S.J., Ph.D.;
*Professors:* Letitia Beard, Kamel Khalaf, Walter Moore, John Mullahy, S.J.;
*Associate Professors:* John McHale, Jagdish Upadhyay; Roland Lesseps, S.J.;
*Assistant Professor:* Sally K. Makielski.

The Department of Biological Sciences has both a graduate and an undergraduate division. The undergraduate division offers students a preparation for graduate work in any one of the three main divisions of the department, i.e. botany, zoology, and microbiology. It also prepares students for the study of medicine, dentistry, pharmacy, veterinary medicine, oceanography, and marine biology. The pre-medical and pre-dental programs are full four year curricula for which the B.S. Biology degree is awarded.

All students in the Department are expected to complete a two year research project, Bl. 317, under the personal direction of a faculty member. All candidates for the B.S. Biology degree are required to complete a four year minor in chemistry which includes organic and biochemistry.

Juniors and Seniors in the Department are expected to serve as assistants. Students holding scholarships are expected to serve as assistants in the Department in return for the scholarship grant. In all other cases the student's earnings are applied to his tuition expenses.

The *Honors Program,* Bl. 317H, requires students to maintain a minimal B average in Biology and Chemistry during all four years. Special experimental work and grant applications are also required of honor students.

Successful completion of both oral and written comprehensive examinations in biological sciences is a requirement for graduation.

## BACHELOR OF SCIENCE
## (Biology) (Honors)*

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Biol | 107 | 108 | General Biology | 4 | 4 |
| Chem | 111 | 112 | General Chemistry Lec | 3 | 3 |
| Chem | 113 | 114 | General Chemistry Lab | 1 | 1 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Germ | 101 | 102 | First Year German | 3 | 3 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Theo | | | Area I | 0 | 3 |
| | | | | 17 | 20 |
| | | | | 37 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Biol | 201 | | Comparative Anatomy of Vertebrates | 4 | 0 |
| Biol | | 202 | General Embryology | 0 | 4 |
| Chem | 211 | | Inorganic Quantitative Analysis I | 2 | 0 |
| Chem | 213 | | Inorganic Quantitative Analysis Lab | 2 | 0 |
| Chem | | 336 | Physical Chemistry Lec | 0 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Germ | 201 | 210 | Second Year German/Scientific German | 3 | 3 |
| Phil | 101 | 204 | Intro. to Pl./Philosophy of Man | 3 | 3 |
| Theo | | | Area II/Area III | 3 | 3 |
| | | | | 20 | 19 |
| | | | | 39 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Biol | 301 | 312 | Bacteriology/Cytogenetics | 4 | 3 |
| Biol | 317 | 317 | Intro. to Biological Research | 0 | 0 |
| Chem | 331 | 332 | Organic Chemistry Lec | 3 | 3 |
| Chem | | 326 | Organic Chemistry Lab | 0 | 2 |
| Hist | 201 | 202 | Survey of U.S. History | 4 | 4 |
| Phys | 201 | 203 | General Physics | 4 | 4 |
| Phil | 302 | 317 | Phil of Conduct/Medical Ethics | 3 | 3 |
| Theo | | | Area IV | 3 | 0 |
| | | | | 20 | 18 |
| | | | | | 38 |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Biol | 304 | | General Physiology | 4 | 0 |
| Biol | 315 | 316 | History and Philosophy of Biology | 1 | 1 |
| Biol | 317 | 317 | Intro. to Biological Research | 0 | 2 |
| Biol | | | Elective | 0 | 4 |
| Chem | 327 | 328 | Biochemistry Lec | 3 | 3 |
| Chem | 329 | 330 | Biochemistry Lab | 1 | 1 |
| Electives | | | | 3 | 3 |
| Phil | 304 | | Philosophy of Knowledge | 3 | 0 |
| | | | | 15 | 14 |
| | | | | | 29 |
| | | | | | 143 |

*Those students who finish their sophomore year with at least a B average in both Biology and Chemistry will be permitted to enroll for Bl 317H., which encompasses an Honors program requiring special experimental work under the personal direction of one member of the department. To remain in the Honors program, students must maintain a minimum of a B average in Biology and Chemistry throughout their Junior and Senior years. Their diplomas will have "Honors" noted on them.

## PREMEDICAL PROGRAM
## (Biology) (Honors)*

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Biol | 107 | 108 | General Biology | 4 | 4 |
| Chem | 111 | 112 | General Chemistry Lec | 3 | 3 |
| Chem | 113 | 114 | General Chemistry Lab | 1 | 1 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Germ | 101 | 102 | First Year German | 3 | 3 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Theo | | | Area I | 0 | 3 |
| | | | | 17 | 20 |
| | | | | | 37 |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Biol | 201 | | Comparative Anatomy | 4 | 0 |
| Biol | | 202 | General Embryology | 0 | 4 |
| Chem | 211 | | Inorganic Quantitative Analysis I | 2 | 0 |
| Chem | 213 | | Inorganic Quantitative Analysis Lab | 2 | 0 |
| Chem | | 340 | Physical Chemistry Lec | 0 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Germ | 201 | 210 | Second Year German/Scientific German | 3 | 3 |
| Phil | 101 | 204 | Intro. to Pl./Philosophy of Man | 3 | 3 |
| Theo | | | Area II/Area III | 3 | 3 |
| | | | | 20 | 19 |
| | | | | | 39 |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Biol | 301 | 312 | Bacteriology/Cytogenetics | 4 | 3 |
| Biol | 317 | 317 | Intro. to Biological Research | 0 | 0 |
| Chem | 331 | 332 | Organic Chemistry Lec | 3 | 3 |
| Chem | | 326 | Organic Chemistry Lab | 0 | 2 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Phys | 201 | 203 | General Physics | 4 | 4 |
| Phil | 302 | 317 | Phil. of Conduct/Medical Ethics | 3 | 3 |
| Theo | | | Area IV | 3 | 0 |
| | | | | 20 | 18 |
| | | | | | 38 |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Biol | | 302 | General Histology | 0 | 4 |
| Biol | 304 | | General Physiology | 4 | 0 |
| Biol | 315 | 316 | History and Philosophy of Biology | 1 | 1 |
| Biol | 317 | 317 | Intro. to Biological Research | 0 | 2 |
| Chem | 327 | 328 | Biochemistry Lec | 3 | 3 |
| Chem | 329 | 330 | Biochemistry Lab | 1 | 1 |
| Electives | | | | 3 | 3 |
| Phil | 304 | | Philosophy of knowledge | 3 | 0 |
| | | | | 15 | 14 |
| | | | | | 29 |
| | | | | | 143 |

*Those students who finish their sophomore year with at least B average in both Biology and Chemistry will be permitted to enroll for Bl 317H., which encompasses an Honors program requiring special experimental work under the personal direction of one member of the department. To remain in the Honors program, students must maintain a minimum of a B average in Biology and Chemistry throughout their Junior and Senior years. Their diplomas will have "Honors" noted on them.

## PRE-DENTAL PROGRAM
## * (B. S. Biology)

| | | | | | | |
|---|---|---|---|---|---|---|
| **FRESHMAN** | | | | | | |
| Biol | 107 | 108 | General Biology | 4 | 4 | |
| Chem | 111 | 112 | General Chemistry | 3 | 3 | |
| Chem | 113 | 114 | General Chemistry Lab | 1 | 1 | |
| Engl | 110 | 111 | Freshman English | 3 | 3 | |
| *Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 | |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 | |
| Theo | | | Area I | 3 | 0 | |
| | | | | 17 | 17 | |
| | | | | 34 | | |
| **SUMMER SESSION** | | | | | | |
| Phys | 201 | 203 | General Physics | 8 | | |
| **SOPHOMORE** | | | | | | |
| Biol | 201 | 202 | Comparative Anatomy of the Vertebrates/Gen'l Embryology | 4 | 4 | |
| Chem | 211 | * | Inorganic Quantitative Analysis I | 2 | 0 | (3) |
| Chem | 213 | | Inorganic Quantitative Analysis I Lab | 2 | 0 | |
| Engl | | | Upper division courses | 3 | 3 | |
| Phil | 204 | 302 | Phil. of Man/Phil. of Conduct | 3 | 3 | |
| Theo | | | Area II | 0 | 3 | |
| Germ | 101 | 102 | First Year German (only for B.S. Biol degree) | (3) | (3) | |
| | | | | (17) 14 | 13 | (19) |
| | | | | 27 | | |
| | | | | (36) | | |
| **JUNIOR** | | | | | | |
| Biol | 301 | 302 | Bacteriology/General Histology | 4 | 4 | |
| *Biol | 317 | 317 | Intro. to Biological Research | 0 | 0 | |
| Chem | 331 | 332 | Organic Chemistry Lec | 3 | 3 | |
| Chem | | 326 | Organic Chemistry Lab | 0 | 2 | |
| Hist | 101 | 102 | Western Civilization | 3 | 3 | |
| Phil | 304 | 317 | Phil. of Knowledge/Medical Ethics | 3 | 3 | |
| Theo | | | Area III | 3 | 0 | |
| Germ | 201 | 210 | Second Year German/Scientific German | (3) | (3) | |
| | | | | (19) 16 | 15 | (18) |
| | | | | 31 | | |
| | | | | (37) | | |

*Notes for B.S. Biology Degree:
Those students intending to receive their B.S. Biol. from Loyola should schedule Mt. 257–258 instead of Mt. 111–112 and should also schedule Ch 340 in the Soph. Spring Sem. Courses to be taken for Senior Year can be found on the B.S. Biol. program.

# Department of Chemistry

*Chairman:* Anthony DiMaggio, Ph.D.;
*Professors:* Homer Jolley, S.J., John Christman,
Robert Petterson;
*Associate Professors:* Anthony DiMaggio, Jasjit Walia,
Richard S. Wendt;
*Assistant Professors:* Lee Gary, Clifford Hebert,
Frank Komitsky, Jr., Robert Ratchford, S.J., John Maria.

Three undergraduate degree programs are offered by the Chemistry Department:

1.) B.S.—Chemistry (Honors Program)
2.) B.S.—Chemistry
3.) B.S.—Chemistry Major

The Chemistry Department is on the Approved List of the American Chemical Society for Professonal Training in Chemistry. Students who graduate with either the degree B.S.-Chemistry (Honors Program), or B.S.-Chemistry, will be certified to the American Chemical Society as having met the standards of its Committee on Professional Training. The department also awards the M.S. and Ph.D. degrees.

The Chemistry curriculum described in these pages more than meets the standards of the American Chemical Society. The salient points of the curriculum are as follows: 1) Students will fulfill the requirements in general chemistry and basic physics by taking a two semester, combined physics-chemistry course. 2) Qualitative Analysis will be included in the laboratory for the course. 3) Quantiative Chemistry will be studied in the second semester of freshman year. 4) Physical Chemistry is now begun in the first semester of Sophomore year instead of in the Junior year. 5) The number of laboratory hours in elementary Organic Chemistry has been increased so that the ACS requirements for elementary Organic Chemistry will be completed in the Junior year. 6) Intermediate level courses in Quantitative Analysis and Inorganic Chemistry have been introduced, with Physical Chemistry as a prerequisite. 7) A number of advanced courses have been introduced as electives in the Senior year, some purely lecture courses, some laboratory courses. Students in the ACS certified degree programs will be required to take two of these elective lecture courses, and two elective laboratory courses.

In 1970, CH 350, Chemical Literature was introduced. This one hour course is required of all chemistry majors in the Junior year. This course is designed to teach students how to search the literature rapidly and efficiently for specific pieces of information. For those students in the Honors Program, this course forms the beginning of their research program.

On the intermediate level, all students are required to take Ch. 342–344, Intermediate Analytical Chemistry Lecture and Laboratory, and Ch. 343, Intermediate Inorganic Chemistry Lecture. They will, however, have a choice between Ch. 345, Methods of Inorganic Synthesis, and Ch. 347, Qualitative Organic Analysis, with the approval of the Chairman.

Choice of advanced courses or certain graduate level courses will be made by the student after consultation with his adviser and the Chemistry Faculty. This choice is aimed at putting the finishing touches on the student's undergraduate training in the field in which he intends to specialize, in graduate school, in industry, or in government. While research is required of students in the Honors Program, all Chemistry Majors may elect, with the approval of his adviser, to do a research project to help round out his education. The advanced courses to be taught in any given year will depend on needs of the senior class of that year. An upper division course in Physics or Mathematics will be accepted as one of the required advanced courses, with approval of the Chemistry and Physics or Mathematics Chairman.

An additional feature of the curriculum is that two full years of Physics are required for ACS certification, except for those whose interests lie in the field of Biochemistry. These students may (1) take three semesters of Physics instead of four (2) take Biology 107-108 (3) choose Ch. 363 and 362, Advanced Biochemistry Lecture and Laboratory, among their advanced courses.

In order to receive the degree B.S.-Chemistry (Honors Program), the student must: (1) Earn an over-all quality point ratio of 2.5 and a Chemistry course quality point ratio of 3.0 (2) Engage in, and do satisfactory independent work in a Chemistry research project in each semester, beginning with the first semester of Junior year. The quality of a student's project work each semester will be certified to the Department Chairman by the professor who directs the project. A student may continue on the same project for more than one semester, on the advice of the Departmental Chairman. (3) Present a seminar on his research to the assembled department during the second semester of his Senior year. (4) Take Thesis Research 371 for five semesters for a total of ten semester hours. The course includes completion of a research project and presentation of the results both as a thesis and as a departmental seminar.

Successful completion of the programs just described entitles the student to ACS certification and to a B.S.-Chemistry or B.S.-Chemistry (Honors Program) degree. Completion of 18 upper division hours in Chemistry from the group of courses Ch. 331–332, 333–334, 336–337, 338–339, 342–344, 343, 345, 327–328, 329–330, 347, plus the usual requirements in Mathematics, Physics and Liberal Arts, will fulfill the university requirements for a B.S. degree with a major in Chemistry. The foreign language may be chosen from French, German or Russian for this degree.

Sophomore, Junior, and Senior Chemistry Majors are expected to serve as student assistants to the extent judged appropriate by the Department Chairman. This work, which is an important part of their training, will earn partial remission of tuition except for those who already hold full scholarships.

Successful completion of a departmental oral comprehensive examination and a departmental written comprehensive examination in Chemistry are required for graduation in all three degree programs. The Department will waive its written comprehensive examination requirement if a satisfactory Graduate Record Examination score is submitted.

## BACHELOR OF SCIENCE
(Chemistry)
and
(Chemistry-Honors)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Chem | 115 | | General Chemistry Lecture for Chemistry Majors | 3 | 0 |
| Chem | 117 | | General Chemistry Lab for Chemistry Majors | 1 | 0 |
| Chem | | 208 | Quantitative Chemistry Lecture for Chemistry Majors | 0 | 2 |
| Chem | | 210 | Quantitative Chemistry Lab for Chemistry Majors | 0 | 2 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Math | | 201 | Linear Algebra | 0 | 3 |
| Eng | 110 | 111 | Freshman English | 3 | 3 |
| Germ | 101 | 102 | First Year German | 3 | 3 |
| | | | Philosophy or Theology | 16 | 19 |
| | | | | 35 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Chem | 336 | 337 | Physical Chemistry Lecture | 3 | 3 |
| Chem | 338 | 339 | Physical Chemistry Laboratory | 1 | 1 |
| Phys | 111 | 112 | Basic Phy | 5 | 5 |
| Math | 259 | 260 | Intermediate Analysis | 3 | 3 |
| Engl | | | Upper Division Course | 3 | 3 |
| Germ | 201 | 210 | Second Year/Scientific German | 3 | 3 |
| | | | | 18 | 18 |
| | | | | 36 | |

### Junior

| | | | | | |
|---|---|---|---|---|---|
| Chem | 331 | 332 | Organic Lecture | 3 | 3 |
| Chem | 333 | 334 | Organic Laboratory | 2 | 2 |
| Chem | 342 | | Intermediate Anal Lec | 2 | 0 |
| Chem | 344 | | Intermediate Anal Lab | 1 | 0 |
| Chem | | 343 | Inter Inorganic Lec | 0 | 3 |
| Chem | 350 | | Chemical Literature | 1 | 0 |
| Chem | 371 | 371 | Research* | (1) | (2) |
| Phil or Theo | | | Philosophy or Theology | 3 | 3 |
| Elec | | | Elective | 3 | 3 |
| Phys | 221 | | Electricity and Magnet | 3 | 0 |
| Phys | | 222 | Waves and Oscillation | 0 | 3 |
| | | | | 18 | 17 |
| | | | | 35 | |
| | | | | (38) | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Chem | | | Advanced Organic Chemistry Lecture | 3 | 3 |
| Chem | 371 | 371 | Research* | (2) | (2) |
| Hist | 101 | 102 | Western Civilization | 3 | 3 |
| Phil | | | Philosophy | 3 | 3 |
| Theo | | | Theology | 3 | 3 |
| Elec | | | Elective | 3 | 3 |
| | | | | 15 (17) | 15 (17) |
| | | | | 30 (34) | |
| | | | | 136 | |
| | | | | (143) | |

*Honors Program

# Department of Classical Studies

*Chairman:* Emmett M. Bienvenu, S.J., M.A.;
*Associate Professor:* Emmett Bienvenu, S.J.

Students who present two or more high school units in Classical Languages are advised to take the Achievement Tests of the CEEB. On the basis of these tests, they are assigned to those language courses most suited to their needs and achievements.

## CLASSICAL STUDIES

The Bachelor of Arts Program in Classical Studies is hallowed by a long tradition and yet it is most contemporary in its interdisciplinary structure. It highlights Greek and Roman literature; but in addition to the regular requirements in theology, English, mathematics and science, it demands a total of twenty-one hours in philosophy and eighteen hours in history. Thus the spectrum of studies is both broad and deep—sufficiently extensive, purposefully intensive.

This program in Classical Studies yields to no other in the difficulty of its challenge or in the depth of its probing. Of special interest to the student is its examination of the problems of Fifth Century Athens which so much resemble those of the United States in the 1970's: an unpopular and interminable war (with Sparta), radical innovation in education, wide-spread criticism of traditional religion. Studied in the words and works of Greek masters like Euripides, Aristophanes, Socrates, Plato, Thucydides and others, these and other problems are explored within the framework of the contemporary American scene. The program is recommended only to serious students of exceptional ability.

Candidates for the Bachelor of Arts-Classical degree follow the program and course-sequences indicated in this Bulletin. Senior comprehensive examinations are both oral and written. Exercises in composition, prose or verse, accompany the study of Greek and Latin authors in all courses.

Course Offerings (lower division): Latin courses numbered 201-2, and

Greek courses numbered 101-2 are offered in the Fall and Spring semesters respectively of each scholastic year.

## BACHELOR OF ARTS
(Classical)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Greek | 101 | 102 | First Year College | 3 | 3 |
| Latin | 201 | 202 | Minor Poets | 3 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Hist | 101 | 102 | Western Civilization | 3 | 3 |
| Phil | 101 | | Intro. to Philosophy/Group I | 3 | 3 |
| Theo | | | Area I | 0 | 3 |
| | | | | 15 | 18 |
| | | | | 33 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Greek | 301 | 302 | Plato/Sophocles | 3 | 3 |
| Latin | 313 | 314 | Horace/Virgil | 3 | 3 |
| Eng | | | Upper division courses | 3 | 3 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | | | Group I or II | 3 | 3 |
| Theo | | | Area II | 0 | 3 |
| | | | | 18 | 21 |
| | | | | 39 | |

### Junior

| | | | | | |
|---|---|---|---|---|---|
| Greek | | | Electives | 3 | 3 |
| Latin | | | Electives | 3 | 3 |
| Hist | 301 | 302 | Ancient History I and II | 3 | 3 |
| Science | | | | 3 | 3 |
| Phil | 309 | 310 | Ancient/Medieval Philosophy | 3 | 3 |
| Theo | | | Area III | 0 | 3 |
| | | | | 16 | 19 |
| | | | | 35 | |

### Senior

| | | | | | |
|---|---|---|---|---|---|
| Greek | | | Electives | 3 | 3 |
| Latin | | | Electives | 3 | 3 |
| Electives | | | | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area IV and Elective | 3 | 3 |
| | | | | 15 | 12 |
| | | | | 27 | |
| | | | | 134 | |

# Department of Communications

*Chairman:* Allan T. Jacobs, M.A.;
*Associate Professor:* Amir Karimi;
*Assistant Professors:* Allan T. Jacobs, William Kuhns;
*Instructors:* Eric Miller, James Tungate;
*Lecturers:* Larry Johnson; Gran Semmes, Joseph Bakshis, Maury Midlo, Zvi Schoubin, Hugh Burney, Joseph Englert, Wally Dorion, Newton Carter, John Korbel, Larry Johnson.

The Department is a member of the National Association of Educational Broadcasters, the Louisiana Association of Broadcasters, and the American Film Institute.

The Department of Communications offers a very comprehensive program of training in all areas of broadcasting and film, with instruction by professional broadcasters as well as by talented media research people. More than twenty professional broadcasters, representing television stations, radio stations, and advertising agencies from every part of the metropolitan New Orleans area, are included on the teaching staff, in addition to the full time department personnel. These professionals bring to the classroom their own years of practical experience and training. They frequently take their classes with them to their own broadcast stations for a first hand look at professional operation.

The Loyola campus facilities in broadcasting are extensive. The Department of Communications operates the equivalent of a complete television station and a complete radio station on the campus. The physical plant was constructed by WWL-TV and includes two TV studios, two Production Control rooms, a projection and video tape room, a news room, an announcer's booth, a film room, seven radio studios, scene construction workshop, graphic arts studio, classrooms, with closed-circuit TV, offices and a large departmental lounge area. Equipment is all of professional caliber.

In addition to the campus facilities, advanced students participate in a Workshop at WWL-TV, producing student shows with the all-color TV facilities there.

WLDC Radio is operated by the Department of Communications as a campus facility. It is a carrier-current AM station and broadcasts popular type programming on a network of local colleges. The station is operated commercially and students on the sales staff are responsible for selling air time. WLDC is an affiliate of the ABC radio network.

There are five divisions of specialization offered to Communications students, each of which includes profesional training and practical experience. They are: Commercial Broadcasting: Educational Broadcasting; Film; Advertising and Public Relations and Religious Programming.

All students are required to take all courses on the 100 and 200 levels in Communications, since those courses are designed to provide a foundation for more advanced study and specialization in the student's Junior and Senior years.

The Colloquium courses and the Senior Seminar offer Communications majors an outstanding opportunity to hear special speakers and project demonstrations on important subjects of current interest.

## BACHELOR OF ARTS
(Communications)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Comm | 101 | 104 | Intro. to Mass Comm/Survey of Broadcasting | 3 | 3 |
| Comm | 105 | 106 | Creative Workshop/Radio Workshop | 1 | 1 |
| Comm | 107 | 108 | Film Workshop/Television Workshop | 1 | 1 |
| Comm | 198 | 199 | Freshman Media Colloquium I and II | 1 | 1 |
| Lang | | | First Year Lang | 3 | 3 |
| Phil | 101 | | Intro. to Phil | 3 | 0 |
| Theo | | | Area I | 0 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Comm | 210 | 212 | TV Station Operation/TV Studio Production | 3 | 3 |
| Comm | 298 | 299 | Soph. Media Colloquium I and II | 1 | 1 |
| Lang | | | Second Year Lang | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |

### Junior

| | | | | | |
|---|---|---|---|---|---|
| Comm | 388 | 389 | Junior Media Colloquium I and II | 1 | 1 |
| Comm | | | Electives | 3 | 3 |
| Electives | | | | 3 | 3 |
| Science | | | | 4 | 4 |
| Hist | | | | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 17 | 17 |
| | | | | 34 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Comm | 398 | 399 | Senior Media Colloquium I and II.... | 1 | 1 |
| Comm | 382 | | Theory of Communication ..... | 2 | 0 |
| Comm | | | Electives ..... | 6 | 6 |
| Electives | | | ..... | 3 | 3 |
| Social Studies | | | Electives in the Social Studies Areas | 3 | 3 |
| Phil | | | Group I or II ..... | 3 | 0 |
| Theo | | | Area IV ..... | 0 | 3 |
| | | | | 18 | 16 |
| | | | | 34 | |
| | | | | 130 | |

# Department of Dental Hygiene

*Chairman:* Christina Crutcher, R.D.H., B.S., M.Ed.
*Assistant Professors:* Christina Crutcher, Edward Levy;
*Instructors:* Carolyn Brungardt, Linda Wilson;
*Lecturers:* A. P. Fortier, Humberto Guerra, Victor Halperin, Olaf Langland, Charles Sneed, Joseph Kuebel.

§ *Two-Year Curriculum in Dental Hygiene*
§ *Four-Year Degree Program in Dental Hygiene*

The dental hygiene program initiated at Loyola University in September 1960 is the only one of its kind in Louisiana. The dental hygiene program was made possible through a grant from the W. K. Kellogg Foundation, Battle Creek, Michigan, for this specific purpose. The Curriculum of Dental Hygiene is in keeping with the modern trend toward preventive dentistry in which the dental hygienist, as an ancillary member of the dental team, plays a vital role. After thorough examination, the Curriculum of Dental Hygiene has been accredited by the Council on Dental Education of the American Dental Association.

The dental hygiene movement began in the 1880's when it was realized that auxiliary personnel were needed in the dental practice to perform preventive measures and to educate the patient in oral hygiene. In 1913 Dr. Alfred C. Fones, of Bridgeport, Connecticut, established the first training course for dental hygienists. Because of the increased interest in this new profession and the passage of licensure laws governing the practice of dental hygiene in both New York and Massachusetts, three additional schools were conducting train-programs in these states by 1916. Today there are 140 Dental Hygiene Schools, some of which conduct a two-year academic program leading to a Certificate in Dental Hygiene; some offer a four-year degree program.

Loyola University currently offers a four year degree program with special emphasis on advanced clinical practice, dental hygiene education, and public health. A two year program is also available which prepares the student for clinical practice.

The dental hygienist has several avenues of approach to her profession. In a private dental office her principles duties are performing oral prophylaxes, taking and processing x-rays, applying fluoride to the teeth of children, making diet analyses, and instructing patients in the proper care of the mouth. The dental hygienist may be employed by State and Federal Public Health Departments where she would take part in dental surveys and educational programs in addition to her specific duties. Some industries employ dental hygienists to care for the dental health of their employees and to give instuction in dental health care. In public school systems the dental hygienist may be employed as a classroom teacher, making demonstrations of toothbrushing methods, doing mouth inspections, administering fluoride, and prophylactic treatments. Hygienists qualify and are hired as clinical instructors and administrators in universities offering Dental Hygiene Programs. Institutions such as county, city, state and federal hospitals employ dental hygienists. As a civil service employee the hygienist may be employed in an army post, veteran's hospital or base hospital. She may also obtain employment as a research worker collecting data for surveys and research projects. The dental hygienist may be employed in any state, district, or territory in which she holds a license. All 50 states, the District of Columbia, and Puerto Rico license the Dental Hygienist.

*Dental Hygiene Fees* (in addition to Regular univ. fees)

| | |
|---|---|
| Instruments (entire course) | approximately 250.00 |
| Books (entire course) | approximately 200.00 |
| Uniforms, laboratory coats, incidentals expenses, etc. (entire course) | approximately 100.00 |

Uniforms, laboratory coats, instruments and supplies are not to be purchased until instructed.

Lockers are provided to the dental hygiene students for the safekeeping of their instruments, books, supplies, and clothes.

## ATTENDANCE

Regular attendance is required at all dental hygiene classes and laboratory periods. There are no unexcused absences permitted.

## PROMOTION

Dental Hygiene practical courses must be passed with a grade of "C" or higher in order for the student to be graduated.

## TWO YEAR PROGRAM OF DENTAL HYGIENE

### First Year

| | | | | | |
|---|---|---|---|---|---|
| Chem | 103 | | Chem. for Non Science Majors | 4 | 0 |
| DenHy | 101 | 102 | Dental Hygiene Orientation | 2 | 1 |
| DenHy | 201 | | Dental Morphology | 4 | 0 |
| Biol | 205 | 206 | Human Anatomy & Physiology | 3 | 3 |
| Biol | | 222 | Microbiology | 0 | 4 |
| DenHy | 213 | 214 | Clinical Practice | 2 | 1 |
| DenHy | | 204 | Roentgenology | 0 | 1 |
| DenHy | | 212 | General and Oral Pathology | 0 | 4 |
| DenHy | | 206 | Dental Health Education | 0 | 2 |
| DenHy | | 202 | Dental Materials & Dental Assisting | 0 | 2 |
| Eng | 110 | | Literature & Life | 3 | 0 |
| | | | | 18 | 18 |
| | | | | | 36 |

### Second Year

| | | | | | |
|---|---|---|---|---|---|
| Engl | | 111 | Freshman English | 0 | 3 |
| Socio | | | Introductory Sociology | 3 | 0 |
| Psych | | | General Psychology | 0 | 3 |
| Theo | | | Area I, Area II | 3 | 3 |
| DenHy | 307 | | Preventive & Community Dentistry | 1 | 0 |
| DenHy | 331 | 332 | Clinical Practice | 4 | 4 |
| DenHy | 311 | | Pharmacology | 2 | 0 |
| DenHy | | 308 | Dental Hygiene Seminar | 0 | 2 |
| DenHy | 309 | | Medical Emergencies | 1 | 0 |
| DenHy | 303 | | Periodontology | 1 | 0 |
| DenHy | 305 | | Pedodontology | 1 | 0 |
| DenHy | 301 | | Nutrition & Dietetics | 2 | 0 |
| DenHy | | 316 | Advanced Clin. Den. Hy. | 0 | 2 |
| | | | | 18 | 17 |
| | | | | | 35 |
| | | | | | 71 |

## BACHELOR OF SCIENCE IN DENTAL HYGIENE
(Dental Hygiene)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Chem | 103 | | General Chemistry | 4 | 0 |
| Chem* | | 303 | Biochemistry* | 0 | 5 |
| Eng | 110 | 111 | Literature and Life | 3 | 3 |
| Biol | 101 | 102 | General Biology | 4 | 4 |
| Theo | | | Area I and Area II | 3 | 3 |
| Math | 115 | 116 | Excursions in Mathematical Ideas | 3 | 3 |
| DenHy | | 102 | Dental Orientation | 0 | 1 |
| | | | | 17 | 19 |

*To be taken by those students who anticipate a specialty area in nutrition.

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| DenHy | 101 | | Dental Hygiene Orientation | 2 | 0 |
| DenHy | 201 | | Dental Morphology | 4 | 0 |
| DenHy | 213 | 214 | First Year Clinical Practices | 2 | 1 |
| DenHy | | 204 | Roentgenology | 0 | 1 |
| DenHy | | 212 | Pathology | 0 | 4 |
| DenHy | | 206 | Dental Health Education | 0 | 2 |
| DenHy | | 202 | Dental Materials & Assisting | 0 | 2 |
| Biol | 205 | 206 | Anatomy, Physiology & Kines | 3 | 3 |
| Biol | | 222 | Microbiology | 0 | 4 |
| Dramsp | 101 | | Public Speaking | 3 | 0 |
| Phil | 101 | | Intro to Philosophy | 3 | 0 |
| | | | | 17 | 17 |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Socio | | | Intro Sociology or Social Problems | 3 | 0 |
| Psych | | | Psychology of Personal Adj or Ed Psych | 0 | 3 |
| Theo | | | Area III & IV | 3 | 3 |
| Phil | | | Group II | 0 | 3 |
| DenHy | 307 | | Community & Preventive Dentistry | 1 | 0 |
| DenHy | 331 | 332 | Clinical Dental Hygiene | 4 | 4 |
| DenHy | 311 | | Pharmacology | 2 | 0 |
| DenHy | | 308 | Dental Hygiene Seminar | 0 | 2 |
| DenHy | 309 | | Medical Emergencies | 1 | 0 |
| DenHy | 303 | | Peridontology | 1 | 0 |
| DenHy | 305 | | Pedodontology | 1 | 0 |
| DenHy | 301 | | Nutrition & Dietetics | 2 | 0 |
| DenHy | | 316 | Advanced Clin Dental Hygiene | 0 | 2 |
| | | | | 18 | 16 |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Socio | | | Elective | 3 | 0 |
| Phil | | | Elective | 3 | 3 |
| Eng | | | Upper Division Course | 3 | 3 |
| Electives* | | | | 6 | 6 |

*Electives are determined by desired specialty area

1) Dental Hygiene specialty area
   6 hours—Directed Dental Hygiene Teaching
   6 hours—Statistics and Research Methodology
2) Public Health specialty area—TBA
3) Nutrition—TBA
4) Liberal Arts (All electives)

# Department of Drama & Speech

*Chairman:* Ernest Ferlita, S.J., D.F.A.;
*University Professor:* Alexis Gonzales, F.S.C.;
*Associate Professors:* Donald Brady, Leo Zinser;
*Assistant Professor:* Ernest Ferlita, S.J.;
*Instructors:* Robert Fleshman, Thomas Tews.

The Jesuit tradition in drama and speech goes back to the very beginning of the Order's educational activities. In the Jesuit school theatre, "the attempt was made for the first time to use the stage, not as the Humanists had used it, mainly for the sake of teaching Latin, but as a formative influence on the student's entire personality" *(Reader's Encyclopedia of World Drama).* At the same time, no element of the dramatic arts was left unexplored, so that the spoken word, while retaining its importance, took its place alongside of mime, music and spectacle. It is not surprising, therefore, that a number of leading dramatists began the development of their art through contact with the Jesuit stage—Molière and Corneille in France, Calderón de la Barca in Spain, Goldoni in Italy.

The Department of Drama and Speech recognizes in this tradition important directions for the role of the theatre in the modern world, and attempts to make them felt in its curriculum. The curriculum for the Bachelor of Arts degree in Dramatic Arts is designed to provide:

a) Foundation courses in speech, dramatic literature and the theatre arts for students who intend to teach or direct in high schools, colleges, or community theatres.

b) Intensive groundwork in the theory and practice of oral communications, and of the dramatic arts, for students who plan to pursue graduate study in the scholarly, technical, or creative aspects of these fields.

c) Elective courses for students from other departments who wish to broaden and enrich their liberal arts background.

Three of four major productions are staged annually in Marquette Theatre or Nunemaker Hall, while in the Barracks Theatre work on experimental productions is continuous. Of special note is the Guest Artist Program, in which an established actor or director is actively engaged with students in a major production. There are also opportunities to do extensive work in Children's Theatre, in association with New Orleans' Gallery Circle.

All drama majors are expected to assist in the production of at least one play per semester. They may gain up to twelve hours in Play Production, and another twelve in Experimental Theatre, but only six of each will count toward the twenty-four upper division credits required for graduation. A student placed on probation must cease all production activity until good standing is restored.

## BACHELOR OF ARTS
(Drama)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Dramsp | 103 | 104 | Principles of Production | 3 | 3 |
| Dramsp | 109 | 110 | World Theatre | 3 | 3 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Math | | | For Majors in Humanities | 3 | 3 |
| Phil | | 101 | Intro to Philosophy | 0 | 3 |
| | | | | 15 | 18 |
| | | | | 33 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Dramsp | 211 | 212 or | The Actor's Art/ The Director's Art | 3 | 3 |
| Dramsp | 328 | 329 | Beginning Set Design/ Advanced Set Design | 3 | 3 |
| Lang | | | Second Year Lang | 3 | 3 |
| Science | | | | 4 | 4 |
| Social Studies | | | | 0 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area I & II | 3 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |

### Junior

| | | |
|---|---|---|
| Dramsp | Upper Division Courses | 6 6 |
| Electives | | 3 0 |
| Engl | Upper Division Courses | 3 3 |
| Hist | Western Civilization or U. S. History | 3 3 |
| Phil | Group I or II | 3 0 |
| Theo | Area III | 0 3 |
| | | 18 15 |
| | | 33 |

### Senior

| | | |
|---|---|---|
| Dramsp | Upper Division Courses | 3 3 |
| Electives | | 6 9 |
| Social Studies | | 3 0 |
| Phil | Group I or II | 3 0 |
| Theo | Area IV | 0 3 |
| | | 15 15 |
| | | 30 |
| | | 128 |

Note: At least six hours of upper division courses in dramatic literature are reqiured, but they need not be credited as Dramsp.

Consult course offerings in the departments of English, Classical Studies, and Modern Foreign Languages.

## BACHELOR OF ARTS
(Speech)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Dramsp | 101 | 102 | Fundamentals of Speech | 3 | 3 |
| Eng | | | Freshman English | 3 | 3 |
| Lang | | | First Year Language | 3 | 3 |
| Math | | | For Majors in Humanities | 3 | 3 |
| Phil | | | Intro to Philosophy | 3 | 0 |
| Theo | | | Area I | 0 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Dramsp | 204 | 205 | Argumentation & Debate | 3 | 3 |
| Lang | | | Second Year Language | 3 | 3 |
| Science | | | | 4 | 4 |
| Social Studies | | | | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |

### Junior

| | | | | | |
|---|---|---|---|---|---|
| Dramsp | 209 | 210 | Oral Interpretation | 3 | 3 |
| Dramsp | | | Upper Division Courses (200 level & above) | 6 | 6 |
| Eng | | | Upper Division Courses | 3 | 3 |
| Hist | | | Western Civilization or U.S. | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 18 | 18 |
| | | | | 36 | |

### Senior

| | | | | | |
|---|---|---|---|---|---|
| Dramsp | | | Upper Division Courses | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area IV | 0 | 3 |
| Electives | | | | 9 | 9 |
| | | | | 15 | 15 |
| | | | | 30 | |
| | | | | 128 | |

Note: The speech major must be prepared to fill out his program by taking speech courses at the two colleges in consortium with Loyola, viz., Xavier and Dominican.

# Department of Economics

*Acting Chairman:* Allen Newman;
*Professors:* John V. Connor (Emeritus), Rudolph Coper, G. Ralph Smith, Felino J. Valiente, Jacques E. Yenni, S.J.;
*Associate Professor:* Donald Losman;
*Assistant Professors:* John T. Bourgeois, Shu-Jan Liang, Allen Newman;
*Instructor:* Judith Zabalaoui.

Nearly all men and many women spend more than one third of their adult life in economic activity. Economics, in one of its main branches, Microeconomics, studies what they do and why they do it. In its other main branch, Macroeconomics, we study the total result of those many individual doings.

The variety of aspects that are considered is astonishing. They offer scopes for many talents, inclinations, ambitions, and careers. To name a few, there is general economic theory and a great number of different specalties of economic theory (such as, for instance, prices, industrial economics, econometrics, statistical method). There are subjects of partical importance, such as, money and banking, government and business, and many others. Next comes economic policy, monetary policy, fiscal policy, and last, but not implying a complete list of subjects, economic development in history and in presently under-developed countries, and comparative economic systems.

In all of these fields the Department of Economics offers the undergraduate student a chance to acquire a competence that prepares and qualifies him for advanced studies in any of the nation's universities he might choose, including Loyola itself.

## BACHELOR OF ARTS
(Economics)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Econ | 201 | 202 | Principles of Economics | 3 | 3 |
| Engl | | | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 |
| Theo | | | Area I | 3 | 0 |
| | | | | 15 | 15 |
| | | | | 30 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Q. M. | 310 | 311 | Statistics for Business & Economics | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Lang | | | Second Year Lang | 3 | 3 |
| Hist | 201 | 202 or | Survey of U.S. History | 3 | 3 |
| Pol Sci | 101 | 102 | American Government I and II | (3) | (3) |
| Science | | | | 4 | 4 |
| Phil | | | Group I | 0 | 3 |
| Theo | | | Area II | 3 | 0 |
| | | | | 19 | 19 |
| | | | | 38 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Econ | 321 | 322 | Intermed. Microecon. Analysis/ Intermed. Macroecon. Analysis | 3 | 3 |
| Econ | 305 | 331 | Money & Banking/ Labor Economics | 3 | 3 |
| Math | 221 | 222 | Intro. Linear Alegebra | 2 | 2 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Electives | | | | 3 | 3 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area III | 3 | 0 |
| | | | | 17 | 17 |
| | | | | 34 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Econ | 313 | 314 | Eco. Hist. of Europe/ Eco. Hist of U.S. | 3 | 3 |
| Electives | | | | 9 | 9 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area IV | 3 | 0 |
| | | | | 15 | 15 |
| | | | | 30 | |
| | | | | 132 | |

# Department of Education and Physical Education

*Chairman:* Ralph J. Erickson, Ph.D.;
*Professor:* Ralph Erickson;
*Associate Professors:* Lucille Bostick (Emerita), Clement Cosgrove, S.C., Michael Kennelly, S.J., Hilda Smith, Sr. Marie Condon, Mary Fitzgerald, Alvin Aubry;

*Assistant Professors:* Mary Fitzgerald, Veronica Egan, James Volny;
*Instructors:* Lorynne Cahn, Joyce Moore;
*Lecturers:* Sam Bordelon, Gerald Burrage, Catherine LeBlanc, Raymond Smith, Sr. Delores Swenson, Octave Tournillion, III.

One of the primary functions of the education of teachers today is to challenge students to develop the rationale and insights necessary for making significant decisions. Beyond mere thinking and acting, students must be brought to a deep-seated sense of responsibility for their actions. They must become sensitive to the relationships among people, and to the complex of interactions that make community living possible. They must become aware of what is truly human and richly rewarding, in a world that too often is fearful, sterile, and mechancial. They must commit themselves to the most important career in our social order, one that is exciting, demanding and dangerous. They must look forward to a lifetime of change and growth, in a revolutionary era that they will help to shape.

At Loyola the Department of Education, seeks two main goals: one, an awareness of those values that make for rich, warm, human living and learning; and, two, the development of the powers and skills necessary to react positively and wholeheartedly to the management of the tasks of education.

The informed and militant educator of today no longer simply follows the lead of others; he accepts the responsibility for speaking out in a strong, clear voice in educational decision-making. He is deeply committed to a posture that challenges the past. He insists upon the purposes of education and the role of the educator. He is an activist who is willing to pay the price for being "where the action is." He is determined to help channel the direction in which the action goes.

"For every great man in the history of the world, there was someone who *taught* him, in some way, to reach this height." Teacher education is very important for the survival of . . . . the American way of life. Through teacher education, Loyola is contributing to this important sphere of American Culture.

The Library Science program at Loyola University offers those courses required by the state Board of Education for certification as a teacher-librarian in the Louisiana public schools. The program consists of 18 semester hours and includes courses in materials selection, reference sources and services, classification and cataloging, and school library administration. The State requires that before a person can be certified in Library Science he must first be certified on the elementary or secondary level.

The Library Science program at Loyola is associated with the graduate Library Science program offered at Louisiana State University, Baton Rouge. These courses fulfill the undergraduate requirements for admission to the graduate library school at L.S.U. This is a certification program only, and students must also qualify for certification as elementary or secondary teachers.

## ADMISSION REQUIREMENTS

The required prerequisites for admission to candidacy to the teacher education program at Loyola University are:

1. Admission as a student to the College of Arts and Sciences or College of Music at Loyola University.

2. Successful completion of Ed. 100, 310 or 321.
3. Submission of the application for admission to the Department of Education.
4. Completed acceptably an oral interview.
5. Successfully completed the freshman year at Loyola or its equivalent. This would consist of a minimum of 30 credit hours of basic courses.
6. Proficiency in English as evidenced by a minimum grade of C in freshman English courses.
7. Evidence of:
   a. emotional stability and moral integrity.
   b. satisfactory mental health and physical fitness.
   c. professional decorum, interest, and motivation.
   d. respect and concern for people.

## ADMISSION AND RETENTION IN TEACHER EDUCATION PROGRAMS

The Department of Education at Loyola University believes that persons whose actions or failure of performance would indicate a materially adverse effect upon school children should not be permitted to enter and continue in the teacher education programs at Loyola University. Therefore, the Department of Education reserves the right to admit and retain in teacher education only those students whom the Department deems capable of performing physically, mentally, emotionally, and socially and in an acceptable professional manner.

All students who desire a degree in teacher education must be admitted to candidacy by the Admission and Retention Committee and the Department of Education. Application for admission to candidacy will be made while taking Ed. 100, 310, or 321 which normally is pursued during the student's freshman year. Transfer students will be expected to complete Ed. 100, 310, or 321 during their first semester at Loyola before eligible for admission. The official form and self-evaluation sheet are available in the Education Office and must be completed before the end of the student's first semester in residence. Students are responsible for returning these forms to the Education Department Office.

The Admission and Retention Committee and the Department of Education process all applications for admission to the degree programs in teacher education. In arriving at decisions, the Committee and Department use information obtained from the application form and self-evaluation sheet, the student's academic record, the test and interview records, faculty reports, and other pertinent information. Admission procedure will generally be completed by the end of the freshman year or for transfer students by the end of their first semester at Loyola. The student will be notified by letter by the Department of Education of the action taken on the application.

A student who is admitted to the teacher education programs will pursue his selected curriculum, scheduling professional education courses beyond the introductory level and other courses in sequence accordance with the printed curriculum in this bulletin.

A student may be admitted provisionally. He is required to confer with the Chairman and his adviser to clarify his particular status. Students who are admitted must continue to meet academic and professional requirements during their education program to be retained in this curriculum. Faculty members are invited to submit in writing the name of any student who they believe should be evaluated by the Admission and Retention Committee. Further, the Committee at the end of each regular semester and summer session examines the academic record of each education student.

The Committee may remove a student from a degree program if academically or professionally he would not be acceptable as a teacher. The Committee may also place him on probation for a given period. The student should then confer with the University Counselling Center.

All students transferring from another department, college, or from another institution into the Education Department must complete their degree requirements at Loyola University and must have a 2.0 average or above.

## TEACHER EDUCATION AND CERTIFICATION

A student will be certified to teach in elementary or secondary schools by one of two methods.

1.) A student may fulfill all requirements of the teacher education curriculum and a Bachelor of Science degree will be conferred in one of the following areas: Elementary Education, Secondary Education, or Physical Education.

2.) A student may fulfill all requirements for graduation in his major or teaching field area and additionally must complete both general and professional requirements for certification by the State. He will need to be formally accepted by the Department of Education and will have a second adviser assigned to him from the education department. It is imperative for a student, who is majoring in a special field, and who wishes to be certified on the secondary education level, to be aware of the fact that there are extra courses in General Education and 21 hours in Professional Education (including student teaching) which are over and above the minimum requirements of any degree program in the College of Arts and Sciences. Therefore, a student, in this category, should make certain that he has an adviser in the Department of Education in addition to his main adviser in the subject area of his choice.

Student teaching for one semester must be completed under the supervision of the Department of Education of Loyola University.

Educ. 002 must be completed prior to the senior year, preferably as soon as possible.

Students are strongly encouraged to take the National Teachers Examination before graduation. A departmental comprehensive must be satisfactorily completed during the seventh semester.

Students with certification in elementary education may also qualify for Kindergarten certification through a cooperative arrangement with Dominican College.

## BACHELOR OF SCIENCE
(Elementary Education)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Educ | 100 | | Intro. to Education | 3 | 0 |
| Educ | 152 | 155 | General Geog./ Art for Elem. School Teachers | 3 | 3 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Ped | 125 | | First Aid and Safety | 2 | 0 |
| Ped | | | Electives, Activity | 1 | 1 |
| Science | | | 4 Bio. Science & Chem. or Physics | 4 | 4 |
| Music | | 258 | Music Essentials & Methods for Elem. Teachers | 0 | 3 |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 |
| Theo/RelSt | | | Area I | 3 | 0 |
| | | | | 19 | 17 |
| | | | | 36 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Educ | 230 | 333 | Child Psychology/ Educational Psychology | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Math | 113 | 114 | The Number Systems and Informal Geometry | 3 | 3 |
| Science | | | | 0 | 4 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Dramsp | 101 | | Fundamentals of Speech | 3 | 0 |
| Phil | | | Group I | 0 | 3 |
| Theo/Rel. Stu. | | | Area II | 3 | 0 |
| | | | | 18 | 19 |
| | | | | 37 | |

### Junior

| | | | | | |
|---|---|---|---|---|---|
| Educ | 354 | | Teaching of Science in Elem. School | 3 | 0 |
| Educ | 254 | 358 | Children's Lit/Lang. Arts and Social Studies in elementary schools | 3 | 3 |
| Educ | 352 | 355 | Teaching of Reading/Arithmetic in Elem. Sch. | 3 | 3 |
| Educ | 356 | | Professional Seminar in Elem. Educ. | 2 | 0 |
| Ped | 389 | 390 | Techniques in Health Educ. in Elem. School Techniques of Ped. in Elementary Schools | 2 | 2 |
| Hist | | 361 | Louisiana History | 0 | 3 |
| Social Studies | | | (Not U.S. History) | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo/Rel. Stu. | | | Area III | 0 | 3 |
| | | | | 19 | 17 |
| | | | | 36 | |

SENIOR*

| | | | | | |
|---|---|---|---|---|---|
| Educ | 350 | Student Teaching | 8 | 0 | |
| Electives | | | 0 | 12 | |
| Phil | | Group II | 0 | 3 | |
| Theo/Rel. Stu. | | Area IV | 0 | 3 | |
| | | | 8 | 18 | |
| | | | | 26 | |
| | | | | 135 | |

*Senior courses may be taken either semester.

## BACHELOR OF SCIENCE
(Secondary Education)

FRESHMAN

| | | | | | | |
|---|---|---|---|---|---|---|
| Educ | 100 | | Intro. to Education | 3 | 0 | |
| Engl | 110 | 111 | Freshman English | 3 | 3 | |
| Math[1] | 115 | 116 | Math for Social Studies | 3 | 3 | |
| Science[2] | | | | 4 | 4 | |
| Ped. | 125 | | First Aid and Safety | 2 | 0 | |
| Ped | | | Electives, Activity | 1 | 2 | |
| Teaching Field[3] | | | | (3) | (3) | |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 | |
| Theo/Rel. Stu. | | | Area I | 0 | 3 | |
| | | | | (20) 17 | 15 | (18) |
| | | | | 32 | | |
| | | | | (38) | | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Educ | 301 | 302 | Modern High School/ Adolescent Psy | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Dramsp | 101 | | Fundamentals of Speech | 3 | 0 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Science | | | | 0 | 4 |
| Ped | | | | 1 | 0 |
| Teaching Field | | | | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo/Rel. Stu. | | | Area II | 0 | 3 |
| | | | | 19 | 19 |
| | | | | 38 | |

JUNIOR

| | | | | | | |
|---|---|---|---|---|---|---|
| Educ | 333 | 351 | Educational Psy./ Meth. Related to High Sch. .... | 3 | 3 | |
| Social Studies | | | Sl, Eco, Psc, Geog, Hs. except U.S. Hs ..... | 3 | 3 | |
| Teaching Field | | | ..... (8) | 6 | 6 | (8) |
| Electives[4] | | | ..... | 3 | 3 | |
| Phil | | | Group I or II ..... | 3 | 0 | |
| Theo/Rel. Stu. | | | Area III ..... | 0 | 3 | |
| | | | | (20) 18 | 18 | (20) |
| | | | | 36 | | |
| | | | | (40) | | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Educ | 349 | Secondary Student Teaching ..... | 0 | 6 | |
| Teaching Field | | ..... | 9 | 3 | |
| Elective | | ..... | (3) | | |
| Phil | | Group II ..... | 3 | 0 | |
| Theo/Rel. Stu. | | Area IV ..... | 3 | 0 | |
| | | | (18) 15 | 9 | |
| | | | 24 | | |
| | | | (27) | | |
| | | | 130 | | |
| | | | (143) | | |

1 Students planning to teach Mathematics and/or Science would take Mt. 257–258.

2 Students who do not plan to teach Science or Physical Ed. may fulfill their 12 sem. hrs. Science requirements by taking Bl. 103, Ch. 103 and Ph. 103. Students planning to teach Science would take in their Freshman year the first year of their major Science; in their Sophomore year a second year major Science and a year of a second Science; and in their Junior year upper division courses in their major Science and a year of a third Science.

3 Those students planning to teach language, drama and speech, journalism, mathematics, history or business subjects would take hours in their teaching field during their Freshman year.

4 Education electives may be added in the Junior and/or Senior years.

## BACHELOR OF SCIENCE
## (Physical Education)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Ed | 100 | | Introduction to Education ..... | 3 | 0 |
| Ped | 162 | | Introduction to P.E. ..... | 2 | 0 |
| Bio | 101 | 102 | Gen. Botany/Gen. Zoology ..... | 4 | 4 |
| Eng | 110 | 112 | Freshman English ..... | 3 | 3 |
| Math | 115 | 116 | ..... | 3 | 3 |
| Phil | | 101 | ..... | 0 | 3 |
| Theo | | | Area I ..... | 3 | 0 |
| Ped | 117 | | Swimming ..... | 1 | 0 |
| Ped | | 125 | First Aid ..... | 0 | 2 |
| Ped | | | Elective (Activity) ..... | 0 | 2 |
| | | | | 19 | 17 |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Science | 103 | | Intro. Physics/or Chemistry for non-science majors | 4 | 0 |
| Soc. Stu. | | | (not U.S. History) | 0 | 3 |
| Eng | | | upper division courses | 3 | 3 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Ped | 364 | | Personal & Community Health | 3 | 0 |
| Ped | | 263 | Athletic Injuries & First Aid | 0 | 2 |
| Ped | | 262 | Track & Baseball (men) | 0 | 2 |
| Phil | | | Group I | 0 | 3 |
| Theo/Rel. Stu. | | | Area II | 3 | 0 |
| Drama or Speech | | 101 | | 3* | 3** |
| | | | | 19* | 19** |
| | | | | 16** | 16* |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Bio | 205 | 206 | Anatomy, Physiology & Kinesology | 3 | 3 |
| Educ | 301 | 302 | Modern High School/Adolescent Psy. | 3 | 3 |
| Educ | 333 | 351 | Educ. Psy./Methods Related to H.S. | 3 | 3 |
| Ped | 265 | | Individual Sports & Dual Sports (men & women) | 3 | 0 |
| Ped | | 390 | Techniques in Phy. Ed. in Elem. School (women) | 0 | 2 |
| Ped | 303 | | Techniques & Methods in teaching Dance (women) | 3 | 0 |
| Ped | 360 | | Football for men | 3 | 0 |
| Ped | | 385 | Methods of Health in Secondary School | 0 | 3 |
| Ped | | 388 | Camping & Outdoor Educ. (women) | 0 | 2 |
| Ped | | 363 | Basketball (men) | 0 | 3 |
| Theo/Rel. Stu. | | | Area III | 3 | 0 |
| Phil | | | Group I or II | 0 | 3 |
| | | | | 18* | 19** |
| | | | | 18** | 18* |

* Men
** Women

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Ed | 349 | Student Teaching | 0 | 6 |
| Soc. Stu. | | Elective | 3 | 0 |
| Ped | 361 | Org. & Adm. of P.E. | 3 | 0 |
| Ped | 365 | Team Sports (women) | 3 | 0 |
| Ped | 260 | Team Sports (men) | 3 | 0 |
| Ped | 391 | Curriculum Design | 3 | 0 |
| Electives | | | 2 | 0 |
| Phil | | Group II | 0 | 3 |
| Theo/Rel. Stu. | | Area IV | 3 | 0 |
| | | | 17** | 9* |
| | | | 17* | 9** |

Total Men 133
Women 134

* Men
** Women

Note: By a proper selection of electives a student may receive a concentration in dance through the Physical Education degree program.
Certification as a diving instructor may be obtained through course offered in Physical Education and City College.
Certification in Physical Education is for grades 1 through 12. Students planning careers in the elementary school should take electives on that level.

# Department of English

*Chairman:* William Cotton;
*Professor:* Mark Horne;
*Associate Professors:* John Corrington, Forrest Ingram, S.J., John Joerg, Thomas Maher, S.J. (Emeritus), Marcus Smith;
*Assistant Professors:* Dawson Gaillard, Bruce Henricksen, Anthony Lala, Agnes McManis, John Mosier, Charles Nicholas, James Swearingen, Richard E. Johnson;
*Instructors:* William Cotton, Barbara Steinberg.

## BASIC ENGLISH REQUIREMENT

It is recommended that the student satisfy the basic 12 hour requirement by taking 110 and 111 plus two 200 level courses which are nonrepetitive, that is 212 plus one from 213-215. He may substitute additional sections of 110-111 for 200 level courses, and in some cases 100 level courses, may also be taken as electives by juniors and seniors.

## REQUIREMENTS FOR ENGLISH MAJOR

For a B.A. in English a student must complete 34 hours. Majors must take six units as freshmen, to be chosen from the 110-111 and 212-215 sequences. A recommended program would include one course from each sequence.

After satisfying the above prerequisites, and normally at the beginning of the sophomore year, a major chooses to specialize in one of the four 300 level sequences of 4-hour course:

| | |
|---|---|
| Eng. 301-302-303: | British Lit. from beginnings to the present. 12 hours. |
| Eng. 310-311: | American Lit. from beginnings to the present. 12 hours. |
| Eng. 320-321: | World Lit. from beginnings to mid-nineteenth century. 8 hours. |
| Eng. 330-331-332: | Moderns. 12 hours. |

A student must take the two or three courses in his own sequence plus one or two other 300 level courses, for a total of 16 hours on the 300 level. Completing this requirement may extend into the junior year.

The major program will be completed by selection of four 400 level courses, one of which may be Independent Studies (with consent of advisor).

## BACHELOR OF ARTS
(English)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Eng | 110 | 111 | Literature & Life | 3 | 3 |
| or | | | | | |
| Eng | 213 | 215 | Intro. to Literary Forms | 3 | 3 |
| Lang | | | | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Hist | 101 | 102 | Western Civilization | 3 | 3 |
| Phil | 101 | | Intro. to Phil, Group I | 3 | 3 |
| Theo | | | Area I | 0 | 3 |
| | | | | 15 | 18 |
| | | | | 33 | |

SOPHOMORE

| | | | |
|---|---|---|---|
| Eng | Intermediate (300) Courses | 4 | 4 |
| Lang | Second Year language | 3 | 3 |
| Social Studies | | 3 | 0 |
| Science | | 4 | 4 |
| Phil | Group I or II | 3 | 3 |
| Theo | Area II | 0 | 3 |
| | | 17 | 17 |
| | | 34 | |

JUNIOR

| | | | |
|---|---|---|---|
| Eng | Intermediate (300) & Upper (400) .... | 8 | 6 |
| Electives | ..... | 9 | 6 |
| Theo | Area III ..... | 0 | 3 |
| | | 17 | 15 |
| | | 32 | |

SENIOR

| | | | |
|---|---|---|---|
| Eng | Upper division courses ..... | 3 | 3 |
| Social Studies | ..... | 3 | 0 |
| Electives | ..... | 9 | 9 |
| Theo | Area IV ..... | 0 | 3 |
| | | 15 | 15 |
| | | 30 | |
| | Total | 129 | |

# Department of History

*Chairman:* James J. Pillar, O.M.I., Ph.D.;
*Associate Professors:* Charles E. O'Neill, S.J., James J. Pillar, O.M.I., Sr. Grace Swift;
*Assistant Professors:* Peter Cangelosi, Bernard Cook, Joseph Tetlow, S.J.;
*Instructors:* Edward McGee, Maurice Brungardt, Benjamin Wren, S.J.;
*Lecturer:* Lancelot Lewis.

The aim of the undergraduate program in History is to provide a broad-based study of man's past. Such a study is a response to an innate interest which all men have in the past and which parallels their concern for the future. This desire is seen as a search for identity, individual and collective, and for insights into today's problems with an eye to their solutions.

The department provides instruction by professors with terminal degrees; it does not delegate, as is the practice in many large universities, its undergraduate students to teaching assistants. Every effort is made to develop attitudes of mind that distinguish the liberally educated man—habits of skepticism and criticism; of viewing events with perspective and objectivity; of judging the good and the bad and the in-between in human affairs; of weighing the pros and cons in courses of action to be taken.

An undergraduate degree in History is recognized as valuable preparation for careers in several fields; law, foreign service, politics, journalism, teaching, and naturally, historical research and writing. History also serves as an indispensable adjunct to studies in the humanities and the social sciences.

In order to graduate with a degree in History, a student needs to earn 30 credit hours in his major; namely, 12 hours of lower-division courses, and 18 hours of upper-division courses. Of the latter, History 499: Historiography, is

obligatory. In addition, during a student's senior year he must pass the Undergraduate Record Examination (ETS: Princeton/Berkeley). He must maintain an overall "C" average in his major.

History majors are encouraged to keep in close contact with their faculty advisors. As a general rule, every student should see his advisor at least twice a semester. Responsibility for arranging such meetings is shared equally by the student and his advisor. If any disagreement should arise between a student and his advisor, the student should feel free to discuss the problem with the Chairman of the department. From the Chairman, appeals are properly made to the Dean.

Student involvement in the running of the department is realized by means of two elected student representatives, a junior and a senior, who participate with a deliberative vote in all departmental meetings. There exists on campus a chapter of Phi Alpha Theta, a national honor History society, for those students who qualify for membership.

## BACHELOR OF ARTS
(History)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Hist | 101 | 102 | Western Civilization | 3 | 3 |
| or | | | | | |
| Hist | 103 | 104 | Western Civilization | 3 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| or | | | | | |
| Comp Sci | 111 | 112 | | | |
| or | | | | | |
| | 121 | 122 | | | |
| Lang | | | First Year Lang | 3 | 3 |
| Phil | | | Intro. to Philosophy | 0 | 3 |
| Theo | | | Area I | 3 | 0 |
| | | | | 15 | 15 |
| | | | | 30 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| or | | | | | |
| Hist | 203 | 204 | | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Science | | | | 4 | 4 |
| Lang | | | Second Year Lang | 3 | 3 |
| Phil | | | Group I | 0 | 3 |
| Theo | | | Area II | 3 | 0 |
| | | | | 16 | 16 |
| | | | | 32 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Hist | | Electives | 6 | | |
| Electives | | | 9 | | |
| Phil | | Group I or II | 0 | | |
| Theo | | Area III | 3 | | |
| | | | 18 | | 18 |
| | | | | 36 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Hist | 499 | Historiography/Elective | 3 | | |
| Electives | | | 9 | | |
| Phil | | Group I or II | 0 | | |
| Theo | | Area IV | 3 | | |
| | | | 15 | | 15 |
| | | | | 30 | |

# Department of Journalism

*Chairman:* Ralph T. Bell, B.A.;
*Associate Professor:* Ralph T. Bell;
*Assistant Professors:* Leon D. Long, Sr. Carol Reuss, Leonard White.

The goal of the Department is to produce a graduate who is technically pro ficient in the skills of journalism, broadly educated in the arts and sciences knowledgeable about current journalistic research activities, and alert to change in both society and journalism as the world evolves.

The journalist is sometimes described as an investigator of the contemporar world who has taken on the added function of reporting his discoveries t others. He is a historian of the moment. He is generally curious and fascinate by the patterns which he perceives in life and in the world. Individually jour nalists may differ in the emphasis they place on different fields of activity— one journalist is intrigued by science, another by sports—but they generall share an interest in communicating with others, in continually asking "Why?"

The curriculum is designed to provide technical instruction in Journalism combined with broad study in the Arts and Sciences. A student who select journalism as his major field of study has thirty-six hours of free electives— roughly one-fourth of his total course time—in which, after consultation wit his adviser, he studies subjects which fit his particular interests. A student in terested in becoming a science writer, for example, will concentrate on scienc courses, while a student interested in urban affairs might concentrate o sociology and political science.

In his freshman year, the journalism major studies reporting and the visua aspects of journalism. In his sophomore year he studies editing and inter mediate reporting. In his final two years at the university, the student is re

leased to follow his own interests in journalism though all students are required to take at least one advanced writing course and a course in Law and the Press (which probes legal and ethical considerations of journalism).

Journalism majors who wish to take advantage of the one-year program of studies abroad may make special arrangements with the Department of Journalism to file weekly columns as correspondents-in-training for credit in Journalism. Thus they may continue their Journalism training while earning credit for studies abroad.

## BACHELOR OF ARTS
(Journalism)

| | | | | | |
|---|---|---|---|---|---|
| **FRESHMAN** | | | | | |
| Jour | 103 | 104 | Basic Reporting & News Writing/ Visual Aspects of Journalism | 3 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Hist | | | Survey of U.S. History or Western Civilization | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | | 101 | Intro to Philosophy | 0 | 3 |
| Theo | | | Area I | 3 | 0 |
| | | | | 18 | 18 |
| | | | | 36 | |
| **SOPHOMORE** | | | | | |
| Jour | 205 | 206 | News Editing/Intermediate Reporting & News Writing | 2 | 2 |
| Jour | 223 | 224 | Lab. for Jr. 205-206 | 1 | 1 |
| Engl | | | Upper division courses | 3 | 3 |
| Lang | | | Second Year Lang | 3 | 3 |
| Electives | | | | 6 | 6 |
| Phil | | | Group I | 0 | 3 |
| Theo | | | Area II | 3 | 0 |
| | | | | 18 | 18 |
| | | | | 36 | |
| **JUNIOR** | | | | | |
| Jour | 317 | Elec | Law and the Press/Elective | 3 | 3 |
| Jour | 333 | 334 | Laboratory for Journalism Juniors | 1 | 1 |
| Jour | | | Elective | 3 | 0 |
| Science | | | | 4 | 4 |
| Electives | | | | 3 | 6 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 17 | 17 |
| | | | | 34 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Jour | | | Electives | 3 | 3 |
| Jour | 335 | 336 | Laboratory for Journalism Seniors | 1 | 1 |
| Electives | | | | 9 | 6 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area IV | 3 | 0 |
| | | | | 16 | 13 |
| | | | | 29 | |
| | | | | 135 | |

Note: At least one upper division Jr. elective must be an advanced writing course.

# Department of Mathematical Sciences

*Chairman:* Robert T. McLean, Ph.D.;
*Professors:* Robert McLean, L. C. Cusachs;
*Associate Professors:* John Keller, S.J., M. A. Mahrous, Lewis Todd, Bernard Tonnar, S.J., Ray Witham;
*Assistant Professors:* Carl Ahlers, Robert Conover, James Fugate, Gerard Protomastro, Jim Schmit;
*Instructor:* Judith Threadgill;
*Lecturer:* Sam Nadler.

The basic program for mathematics majors is inteded to give them a firm intuitive grounding in concepts of algebra, analysis and topology together with a sufficient training in the techniques of these areas and an introduction to the reading and writing of formal mathematics. This is accomplished through 22 hours of basic analysis, linear algebra and abstract systems taught during the freshman and sophomore years, followed by 6 hours of advanced calculus in the junior year. During the senior year the mathematics majors will round out their undergraduate mathematics with selections from complex functions, abstract algebra, probability and mathematical statistics, applied mathematics, real analysis geometry, topology, etc. The choice of these electives will depend upon their future careers in mathematics. They may go directly to applied fields in business, industry, scientific research, social work or into secondary school teaching. On the other hand, they may wish to follow a more academic path in which case they attend graduate school to prepare for a career in college teaching and/or pure or applied research. In either case they will select advanced courses best suited for their potential. Every attempt is made to maintain a flexible curriculum so that the needs of the individual student can be best met. In particular, individual attention for high ability students is attained by undergraduate research programs, seminars and reading courses. Also a program leading to secondary education certification is available.

The student majoring in mathematics is encouraged to obtain as broad an educational experience as possible by selecting elective courses from several other disciplines in such diverse fields as computer science, history, physics

sociology, German, biology, psychology, music, English, business administration, etc. Areas which apply the mathematician's skills to a combination of computer methods and a field such as sociology is available. Such areas are called sociometrics, biometrics, econometrics, etc.

## THE MAJOR PROGRAMS

There are many reasons for students choosing to major in mathematics at Loyola University. In meeting the broad interests of all mathematical scholars the department offers flexibility in its programs.

*The Mathematics Major*

The basic program, entitled "The Mathematics Major", is designed for the student wishing to have a career where mathematics might be used directly or indirectly. For example, a career in aeronautics, electronics, marketing, social engineering, opinion analysis, insurance, accounting, automation, management, computer applications, sales, teaching and government operations or research. The Mathematics Major program is an excellent preparation for entering graduate school in many fields such as, economics, engineering, statistics, psychology, marketing, operations research, sociology, accounting, business administration, political science, education or any other study where the analytical approach and quantitative methods of the mathematician would be useful. The major planning such graduate study would take electives in the area in which graduate study is anticipated.

*The Honors Mathematics Major*

This form of the major program is designed for the student who wishes to attend graduate school in mathematics to prepare for a career working in pure or applied mathematical research. Such careers are in industry, business, consulting, social services, ecology, government and universities. Quite a few professional mathematicians carry on their research while teaching at universities. The scholar earning the Honors Mathematics Major will also be equipped to enter the careers mentioned for the other mathematics majors. Besides the honors of excelling in the more intensive group of advanced courses, the honors mathematics major is better prepared for graduate study in mathematics and will usually receive graduate fellowships and assistantships to cover his expenses for graduate school.

The service recommendations of the department are as follows. Those who will need mathematics as a tool subject should take the sequence: Mt. 221–222, 257–258, 259–260. For those who need only 6 hours of mathematics there are several possibilities. Those who have a strong high school background should schedule either Mt. 257–258, followed by Mt. 241 for 9 hours, or Mt. 257, 241. Those with only 2 years of high school mathematics should take Math 115-116 if they plan to major in the social studies or Math 121-122 if they plan to major in the humanities. Elementary education majors should schedule Mt. 113-114. No student may receive more than 6 hours of 100 level course credits on a degree program except the elementary education major who may profitably add Mt. 115-116 after taking Mt. 113-114.

*The Computer Science Major*

The degree program offered by the Department is designed to help prepare

the major student for entrance into the most dynamic and rapidly expanding career field of today. With countless opportunities in a highly diversified range of vocational areas firmly in mind, the curriculum includes a firm requirement in mathematics through calculus and linear algebra, economic principles, and a liberal amount of electives which may be selected outside the major area of concentration in addition to the core curriculum requirements in the sciences and humanities. Additional applied mathematics work is available through the major courses in the areas of statistics, numerical analysis, and linear programming. Major objectives in the department are in the areas of analysis and design of systems for use on a computer. To this end, courses are provided in the areas of list processing, simulation, compiler design, and systems analysis. Seminars are available and required so that the student may obtain and maintain a broad perspective of the dynamic nature of Computer Science. Electives both inside and outside of the major area should be chosen in accordance with the students interests and career plans. It is recommended that those students planning to attend graduate schools satisfy their language requirements with Russian or German.

## BACHELOR OF SCIENCE
(Mathematics)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Math | 201 | 222 | Introductory Linear Algebra | 3 | 0 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Math | | | Electives | 0 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| *Science | | | | 4 | 4 |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 |
| Theo | | | Area I | 0 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Math | 211 | 212 | Introduction to Abstract Systems | 3 | 3 |
| Math | 259 | 260 | Intermediate Analysis | 3 | 3 |
| *Electives | | | | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Lang | 101 | 102 | German, Russian, or French | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 18 | 18 |
| | | | | 36 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Math | 361 | 362 | Advanced Calculus | 3 | 3 |
| *Electives | | | | 3 | 3 |
| *Hist | | | Elective | 3 | 3 |
| Lang | 201 | 202 | German, Russian, or French | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Math | 391 | Seminar | 1 | 1 |
| Math | | Electives | 3 | 3 |
| *Electives | | | 8 | 8 |
| Phil | | Group I or II | 3 | 0 |
| Theo | | Area IV | 0 | 3 |
| | | | 15 | 15 |
| | | | 30 | |
| | | | 128 | |

*The order in which these courses are taken may be rearranged to fit the needs of a particular student. This will require permission of the chairman.

## BACHELOR OF SCIENCE
(Mathematics—Honors)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Math | 201 | | Introductory Linear Algebra | 3 | 0 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Math | | | Elective | 0 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | 101 | 102 | German, Russian, or French | 3 | 3 |
| *Science | | | | 4 | 4 |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 |
| Theo | | | Area I | 0 | 3 |
| | | | | 19 | 19 |
| | | | | 38 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Math | 211 | 212 | Introduction to Abstract Systems | 3 | 3 |
| Math | 259 | 260 | Intermediate Analysis | 3 | 3 |
| *Electives | | | | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Lang | 201 | 202 | German, Russian, or French | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 18 | 18 |
| | | | | 36 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Math | 361 | 362 | Advanced Calculus | 3 | 3 |
| Math | 371 | 372 | General Topology | 3 | 3 |
| *Electives | | | | 3 | 3 |
| *Hist | | | Elective | 3 | 3 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Math | 391 | Seminar | 1 | | 1 |
| Math | | Electives | 6 | | 6 |
| *Electives | | | 5 | | 5 |
| Phil | | Group I or II | 3 | | 0 |
| Theo | | Area IV | 0 | | 3 |
| | | | | 30 | |
| | | | 15 | | 15 |
| | | | | 134 | |

*The order in which these courses are taken may be rearranged to fit the needs of a particular student. This will require permission of the chairman.

## BACHELOR OF SCIENCE
(Computer Science)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Engl | 157 - 158 | Freshman Engl | 3 | | 3 |
| Math | 201 - | Linear Algebra | 3 | | 0 |
| Math | 257 - 258 | Basis Analysis | 3 | | 3 |
| Comp Sci | 121 - 122 | Intro Comp Sci | 3 | | 3 |
| Phil | 101 - | Intro to Phil | 3 | | 0 |
| Theo | | Area I | 0 | | 3 |
| Science | - | | 4 | | 4 |
| | | | 19 | | 16 |
| | | | | 35 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Engl | - | Upper division courses | 3 | | 3 |
| Math | 259 - 260 | Interm Analysis | 3 | | 3 |
| Comp Sci | 221 - 222 | Hardware Prog Concepts/ List Processing | 3 | | 3 |
| Lang | - | First Year Lang | 3 | | 3 |
| Hist | | Electives | 3 | | 3 |
| Phil | - | | 3 | | 0 |
| Theo | - | Area II | 0 | | 3 |
| | | | 18 | | 18 |
| | | | | 36 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Comp Sci | 347 - 348 | Statistical Analysis | 3 | | 3 |
| Comp Sci | - | Electives | 3 | | 3 |
| Lang | - | Second Year Lang | 3 | | 3 |
| Phil | 331 - 332 | Logic | 3 | | 3 |
| Econ | 201 - 202 | Principles of Econ | 3 | | 3 |
| Elective | - | | 3 | | 3 |
| | | | 18 | | 18 |
| | | | | 36 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Comp Sci | 361 - 362 | Computer Software | 3 | 3 |
| Comp Sci | - | Electives | 3 | 3 |
| Comp Sci | 371 - 372 | Seminar | 1 | 1 |
| Theo | - | Area III/Area IV | 3 | 3 |
| Electives | - | | 6 | 6 |
| | | | 16 | 16 |
| | | | 32 | |
| | | | 139 | |

# Department of Medical Technology

*Chairman:* Timothy L. Duggan, M.S.;
*Professors:* John Arnold, Jr. (Emeritus), Timothy Duggan;
*Associate Professor:* Anna Persich;
*Assistant Professor:* Mrs. Andre Villere;
*Instructor:* Barbara A. Cretini;
*Lecturer:* Elaine Wingerter.

Medical Technology is one of the newest of the paramedical sciences and is an essential and inspiring profession. It offers exciting possibilities for those who want a career in science and a part in medical care and great personal satisfaction for those who are endowed with the spirit of dedication and service to fellow men.

This field is open to both men and women. As a Medical Technologist one becomes a scientific fact finder, and performs tests which are "devised to disclose the subtle changes that disease produces in the body" and thus aiding the physician in his diagnosing and treating of disease.

The profession has grown so rapidly that the number of well qualified persons needed to staff the many diversified laboratories far exceeds the number of persons. Those who are qualified will find positions waiting for them in hospital laboratories and private clinics, industrial laboratories, and health departments on local and national levels. In addition there are excellent and interesting opportunities in research laboratories and the Armed Forces. Medical Technologists who hold a B. S. degree and are certified as medical technologists by the ASCP are eligible for rank as commissioned officers. The services of many technologists are being employed at present in such challenging fields as chromosome analysis, electron microscopy, isotope studies and cytotechnology, all new horizons in the field of medicine.

As a profession medical technology demands an in-depth program in college science courses. Prerequisites set forth by the National certifying board for registry are 3 years of collegiate work in a college approved by a recognized regional accrediting agency and 12 months of training in approved hospitals. A comprehensive examination is given at the completion of the junior year of college studies and before the student enters the 12 months hospital training program.

Loyola senior year trainees are assigned to Hotel Dieu, Mercy Hospital, Touro Infirmary, and the United States Public Health Service Hospital in New Orleans.

## BACHELOR OF SCIENCE
in
Medical Technology

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Med. T. | 101 | 102 | Intro. Medical Tech./Hematology | 1 | 2 |
| Med. T | | 104 | Hematology Laboratory | 0 | 2 |
| Biol | 101 | 102 | General Botany/General Zoology | 4 | 4 |
| Chem. | 111 | 112 | General Chemistry Lec. | 3 | 3 |
| Chem. | 113 | 114 | General Chemistry Lab. | 1 | 1 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Math | 111 | | Excursions in Mathematical Ideas | 3 | 0 |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 |
| Theo | | | Area I | 0 | 3 |
| | | | | 18 | 18 |
| | | | | | 36 |

### Summer Session

| | | | |
|---|---|---|---|
| Biol | 209 | Mammalian Anatomy | 4 |
| Med. T. | 209 | Mammalian Physiology | 2 |
| Med. T. | 211 | Mammalian Physiology Lab. | 2 |
| | | | 8 |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Med. T. | 201 | 202 | Histology Lecture/Clinical Parasitology Lecture | 2 | 2 |
| Med. T. | 203 | 204 | Histology Lab/Clinical Parasitology Lab | 2 | 2 |
| Chem | 211 | | Inorganic Quantitative Analysis I | 2 | 0 |
| Chem | 213 | | Inorganic Quantitative Analysis Lab. | 2 | 0 |
| Chem | | 316 | Organic Chemistry Lec. | 0 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Lang | | | First Year Lang. (101–102 or 103–104) | 3 | 3 |
| Phil | | | Group I/Group I or II | 3 | 3 |
| Theo | | | Area II | 3 | 3 |
| | | | | 20 | 19 |
| | | | | | 39 |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Med. T. | 301 | 302 | Clinical Medical Technology | 1 | 1 |
| Med. T | 306 | 304 | Immunology & Serology/ Pathogenic Bacteriology | 2 | 4 |
| Med. T. | 305 | 306 | Bioanalysis | 2 | 0 |
| Med. T. | 307 | | Clinical Chemistry Lab | 2 | 2 |
| Med. T. | 308 | | Immunology Lab | 2 | 0 |
| Med. T. | 309 | | Instrumentation | 0 | 2 |
| Biol | 301 | | Bacteriology | 4 | 0 |
| Chem | 327 | 328 | Bio Chemistry Lec | 3 | 3 |
| Lang | | | Second Year Lang (201–202 or 203–204) | 3 | 3 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area III and Area IV | 0 | 3 |
| | | | | 19 | 19 |
| | | | | 38 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Med. T. | 390 | 391 | Hospital Technical Training | 12 | 12 |
| | | | | 24 | |
| | | | | 145 | |

# Department of Modern Foreign Languages

*Chairman:* Raymond N. Sabatini, Ph.D.;
*Professor:* Louis Soniat, S.J. (Emeritus);
*Associate Professors:* Andree Heller (Emerita), J. R. Rodriguez, Raymond Sabatini, Isabel Snyder (Emerita);
*Assistant Professors:* Jean Carter, S.S.F., Judith Cooper, H. R. Graf, Rochelle Ross, Orlando Saa, S.J., David Wells;
*Instructors:* Guillermo Campos, Richard Frank, William Odom.

The minimum requirements for major status in the department are as follows:

1. Thirty-three (33) hours of course work in the target language, of which an absolute minimum of twenty-one (21) hours must be on the three hundred (300) level. Of these twenty-one (21) hours on the three hundred (300) level, an absolute minimum of fifteen (15) hours must be literature.
2. All majors in the department must stand a Comprehensive Language-Literature Examination during their senior year. This examination will consist of two parts, a written part and an oral part. The written part will generally be taken prior to the oral part. Both parts of the comprehensive examination will cover language and literature. The literature sections of both parts will be based upon the students' course work *and* a reading

list approved by the department. The comprehensive-thesis requirement will be waived for those students who place sufficiently high on the Undergraduate Record Examination. A committee of three faculty members will determine the cut off point.

Only those students with valid topics approved by a committee of three faculty members in the department will be allowed to substitute a thesis for the comprehensive examination.

3. Majors in the department will generally have a total of thirty-six (36) hours of electives in their junior and senior years. All majors who are not engaged in education course work or in working toward a second major outside the department are required to demonstrate proficiency in a second foreign language. One of the ways in which this proficiency can be acquired is by taking twelve (12) hours in a second foreign language during the junior and senior year. A major is urged to take as his second foreign language a language in a language family other than the one of his major language. Moreover, majors in either of the Romance languages are most strongly urged to take Latin.

It is highly advisable that majors avail themselves of the opportunity to take courses in the Department of History in the development of the nation in whose language they are majoring.

## BACHELOR OF ARTS
(Modern Foreign Languages)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Lang | 105 | 106 | | | |
| | 205 | 206 | | | |
| | 301 | 302 | ..... | 3 | 3 |
| Engl | 157 | 158 | Freshman English ..... | 3 | 3 |
| Hist | 101 | 102 | Western Civilization ..... | 3 | 3 |
| Math | 111 | 112 | Excursions into Mathematical Ideas .... | 3 | 3 |
| Phil | 101 | | Group I ..... | 3 | 3 |
| Theo | | | Area I ..... | 0 | 3 |
| | | | | 15 | 18 |
| | | | | | 33 |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Lang | 205 | 206 | | | |
| | 301 | 302 | Upper Division ..... | 3 | 3 |
| Engl | | | Upper Division ..... | 3 | 3 |
| Electives | | | ..... | 3 | 3 |
| Science | | | ..... | 4 | 4 |
| Philosophy | | | Group I and/or Group II ..... | 3 | 3 |
| Theo | | | Area II ..... | 0 | 3 |
| | | | | 16 | 19 |
| | | | | | 35 |

| | | | |
|---|---|---|---|
| **Junior** | | | |
| Lang | Upper Division | 6 | 6 |
| Electives | | 9 | 9 |
| Theo | Area III | 0 | 3 |
| | | 15 | 18 |
| | | | 33 |
| **Senior** | | | |
| Lang | Upper Division | 6 | 3 |
| Electives | | 9 | 9 |
| Theo | Area IV | 0 | 3 |
| | | 15 | 15 |
| | | | 30 |
| | | | 131 |

Students are required to take only twelve (12) hours of language courses in their junior year and only nine (9) hours of language courses in their senior years. Students are, however, strongly recommended to take an additional three (3) hours of language courses in each semester of both these years.

# Department of Philosophy

*Chairman:* Alvin J. Holloway, S.J., Ph.D.;
*Associate Professors:* Alvin Holloway, S.J., Henry Montecino, S.J., Sandra Rosenthal;
*Assistant Professors:* Patrick Bourgeois, Donald Didier, S.J., Donald J. Gelpi, S.J., David Krell, Ann Lowry, Jon Lowry, Richard Washell;
*Instructors:* Ernest Briones, Thomas Joyce, S.J.;
*Visiting Lecturer:* Dong Kim.

Philosophy courses are divided into three general classes: an introductory course (Pl. 101); Group I, certain selected systematic courses (Pl 202, 203, 204); Group II, all other courses.

Philosophy has a unique role to play in any liberal arts curriculum. It is a discipline which challenges the student both to reflect on his own biases and presuppositions and to put order into his thoughts. Philosophy also teaches the student to criticise the beliefs and presuppositions of other scientific disciplines. The philosopher declares any existing scientific methodology fair game for his critical probing. The philosopher reflects on human experience in its most general aspects and seeks for meanings and connection that elude more specialized or less reflective disciplines.

The student of philosophy confronts human values precisely as values. He probes the basis of ethical judgment and subjects ethical criteria to personal critical evaluation.

Philosophy provides the student with the critical apparatus he needs to live reflectively in a pluralistic society.

Overspecialization in education dulls the student's sense of possibilities

beyond the narrow scope of his limited specialized field. It sacrifices the man to his social functions. By alerting the student to the dangers of overspecialization, philosophy liberates and humanizes him.

Although philosophy is an antonomous discipline and independent of theology, philosophers have often raised the questions which most preoccupy theologians. And creative philosophers have in every age provided the vocabulary for innovative theological thought.

In a word, philosophy is an indispensable part of any liberal arts curriculum. It provides a unique stimulus to thought and to relections upon human experience.

## BACHELOR OF ARTS
(Philosophy)

| | | | | | |
|---|---|---|---|---|---|
| **FRESHMAN** | | | | | |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Hist | | | | 3 | 3 |
| Theo | | | Area I | 0 | 3 |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 |
| | | | | 15 | 15 |
| | | | | 30 | |
| **SOPHOMORE** | | | | | |
| Lang | | | Second Year Lang | 3 | 3 |
| Social Studies | | | | 3 | 3 |
| Science | | | | 4 | 4 |
| Phil | | | Group I/Group I or II | 3 | 6 |
| Theo | | | Area II | 3 | 0 |
| | | | | 16 | 16 |
| | | | | 32 | |
| **JUNIOR** | | | | | |
| Engl | | | Upper division courses | 3 | 3 |
| Phil | | | Group I or II | 6 | 6 |
| Electives | | | | 6 | 9 |
| | | | | 18 | 18 |
| | | | | 36 | |
| **SENIOR** | | | | | |
| Phil | | | Group I or II | 3 | 3 |
| Theo | | | Area III and Area IV | 3 | 3 |
| Electives | | | | 9 | 9 |
| | | | | 15 | 15 |
| | | | | 30 | |
| | | | | 128 | |

# Department of Physics

*Chairman:* Carl Brans, Ph.D.;
*Professors:* Francis Benedetto, S.J., Carl Brans, Karl Maring, S.J. (Emeritus);
*Associate Professors:* James Carter, S.J., David Keiffer, Jr., Lawrence Stroh-Meyer;
*Assistant Professors:* Henry Garon, Creston King.

The department is dedicated to the training of undergraduates and to the preparation of our students for advanced studies. In designing the program we have taken into account the fact that a thorough understanding of the fundamental laws of nature and of the mathematical and experimental methods used in physics provide a solid background for graduate studies not only in physics but also in many other disciplines. The curriculum is quite flexible and adaptable to the individual interest of the student. The 27 hours of electives in the third and fourth years present an opportunity to the student to prepare for further study in areas such as engineering, oceanography, meteorology, computer science, technical management, science teaching and medical physics.

The department's facilities, located in Loyola's new Science Complex, are outstanding. All of our students are encouraged to participate in our faculty's research and in our Undergraduate Research Participation program. We believe that this opportunity to work closely with one of our faculty using the sophisticated equipment of modern physics is one of the unique features of this department.

Some graduate programs will require reading knowledge of a foreign language. For those planning studies in these areas it is recommended that 12 hours of the electives be devoted to foreign language.

The regular B.S. Physics degree requires 42 credits in physics including those physics courses explicitly named below.

The degree B.S. Physics (Honors) will be granted to those students who complete a minimum of 4 additional credits in physics, obtain a quality point ratio of 3.0 or better in physics and mathematics and complete a thesis based on their senior year research. In addition, all seniors must pass written and oral comprehensive examinations.

BACHELOR OF SCIENCE
(Physics and Physics-Honors)

**Freshman**

| | | | | | |
|---|---|---|---|---|---|
| Phys | 107 | 108 | Seminar | ¼ | ¼ |
| Phys | 111 | 112 | Basic Physics | 5 | 5 |
| Math | | 201 | Introduction to Linear Algebra | 0 | 3 |
| Math | 257 | 258 | Basic Analysis | 3 | 3 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 |
| Theo | | | Area I | 3 | 0 |
| | | | | 14¼ | 17¼ |
| | | | | 31½ | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Phys | 107 | 108 | Seminar | ¼ | ¼ |
| Phys | 221 | 222 | Electricity & Magnetism/ Waves & Oscillations | 3 | 3 |
| Phys | 223 | 224 | Introductory Electronics | 3 | 3 |
| Math | 259 | 260 | Intermediate Analysis | 3 | 3 |
| Engl | 212 | 215 | Introduciton to Literary Forms | 3 | 3 |
| Phil | | | Group I | 0 | 3 |
| Theo | | | Area II | 3 | 0 |
| *Phys | 240 | 241 | Special Projects | 1 | 1 |
| | | | | 16¼ | 16¼ |
| | | | | 32½ | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Phys | 307 | 308 | Seminar | ¼ | ¼ |
| Phys | 350 | 351 | Theoretical Physics | 3 | 3 |
| Math | 381 | | Applied Mathematics | 3 | 0 |
| Phys | | 370 | Advanced Physics Lab | 0 | 3 |
| Electives | | | | 6 | 6 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area III | 3 | 0 |
| *Phys | 340 | 341 | Special Projects | 1 | 1 |
| | | | | 16¼ | 16¼ |
| | | | | 32½ | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Phys | 387 | 388 | Seminar | ¼ | ¼ |
| Phys | | | Electives | 3 | 3 |
| Phys | 371 | | Advanced Physics Lab | 3 | 0 |
| Electives | | | | 3 | 3 |
| *Electives | | | | 3 | 6 |
| Social Studies | | | | 3 | 3 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area IV | 3 | 0 |
| | | | | 18¼ | 18¼ |
| | | | | 36½ | |
| | | | | 133 | |

*Optional if overall degree requirements are satisfied.

# Department of Political Science

*Chairman:* Conrad Raabe;
*Professor:* Stanley J. Makielski;
*Associate Professors:* Thomas Clancy, S.J., Edward Renwick;
*Assistant Professors:* James Chubbuck, Conrad Raabe;
*Instructor:* Phillip Dynia;
*Lecturer:* Joe Walker.

We offer the basic elements of an undergraduate political science program to all our students. With this education many of our graduates go on to law school or graduate school. Some pursue positions with large corporations or in the federal, state, and municipal civil services. A few graduates embark directly on a career in the heady stuff of politics. All students, regardless of their professional intentions, are required to take a comprehensive examination during their senior year in order to graduate.

Because of the tradition at Loyola, which produces many of the politicians of the area, we have a special interest in urban and state politics, particularly New Orleans and Louisiana politics. In 1967 the Institute of Politics was established by means of a grant. This is an extension service to train people, mostly young professionals, in the realities of political life with a view to encouraging them to undertake a political career. Beginning in September, 1971, the political science department will nominate certain outstanding undergraduates to be associated fellows in the Institute program.

## BACHELOR OF ARTS
(Political Science)

### Freshman

| | | | | | |
|---|---|---|---|---|---|
| Pol Sci | 101 | | American Government I | 3 | 0 |
| American Politics | | | Elective | 3 | 0 |
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Lang | | | First Year (Mod. or Classical) | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 |
| Theo/Rel. Stu. | | | Area I | 0 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

### Sophomore

| | | | | | |
|---|---|---|---|---|---|
| Pol Sci | 201 | 202 | European and Comparative Government | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Lang | | | Second Year | 3 | 3 |
| Science | | | | 4 | 4 |
| Hist | | | | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo/Rel. Stu. | | | Area II | 0 | 3 |
| | | | | 19 | 19 |
| | | | | 38 | |

### Junior

| | | | | | |
|---|---|---|---|---|---|
| Pol Sci | | | Electives | 6 | 6 |
| Electives | | | | 6 | 6 |
| Phil | | | Group I or II | 3 | 0 |
| Theo/Rel. Stu. | | | Area III | 0 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

SENIOR

| | | | |
|---|---|---|---|
| Pol Sci | Electives | 3 | 3 |
| Electives | | 9 | 9 |
| Phil | Group I or II | 3 | 0 |
| Theo/Rel. Stu. | Area IV | 0 | 3 |
| | | 15 | 15 |
| | | 30 | |
| | | 128 | |

# Department of Psychology

*Chairman:* Colonel J. Wallace, Ph.D.;
*Professor:* Harold Velter;
*Associate Professors:* Paddy A. Doll, H. J. Fagot, S.J.;
*Assistant Professors:* G. S. Clack, C. J. Wallace;
*Lecturer:* Thomas Gilbride, Bert Mead, S.J.

The B.A. degree program is designed to provide a thorough background in Psychology for those students preparing for a graduate degree as well as those desiring to acquire a terminal degree in Psychology without plans of attending a graduate school.

## REQUIREMENTS FOR MAJOR IN PSYCHOLOGY

Those students preparing for a graduate degree (Plan I) and those seeking the terminal degree (Plan II) are required to complete Psychology 101, 201, 202, 334, and 398 and 399. Plan I students are required to take courses from the general areas of Learning, Personality-Testing, Experimental, and Advanced Statistics. Plan II students are allowed freedom in their choice of courses. A major in this department consist of 33 hours. At the end of the Senior year majors must score at or beyond the 50th percentile on the Advanced Test in Psychology of the Graduate Record Examination or pass a written comprehensive examinations. All Psychology 101 students are required to participate in 2-hrs. non-classtime for Research Projects.

## BACHELOR OF ARTS
(Psychology)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Psycho | 101 | Elec | Introductory Psychology/ elective (200, 312, 330) | 3 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Science | | | Ph 201-203, or Chem 111-114 or Bl 107-108 | 4 | 4 |
| | | | | 16 | 16 |
| | | | | 32 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Psycho | 201 | 202 | Statistics & Methods I and II | 4 | 4 |
| Engl | | | Uuper Division Courses | 3 | 3 |
| Lang | | | Second Year Lang | 3 | 3 |
| Phil | | | Group I and II | 3 | 3 |
| Theo | | | Areas I and II | 3 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Psycho | | | Area Electives | 6 | 3 |
| Hist | | | Survey of U.S. History or Western Civilization | 3 | 3 |
| Electives | | | | 6 | 6 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 18 | 15 |
| | | | | 33 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Psycho | 398 | 399 | Senior Research Thesis | 1 | 2 |
| Psycho | 334 | Elec | History and Systems of Psychology/ Elective | 3 | 4 |
| Electives | | | | 9 | 6 |
| Phil | | | Group I or II | 0 | 3 |
| Theo | | | Area IV | 3 | 0 |
| | | | | 15 | 16 |
| | | | | 31 | |
| | | | | 128 | |

# Department of Sociology

*Chairman:* Walter S. Maestri;
*Assistant Professors:* Manuel Carballo, Patrick Marnane;
*Instructors:* Peter Axten, Phyllis Raabe, Walter Maestri.

REQUIREMENTS FOR MAJOR:

The B.A. degree in sociology is designed to prepare students for entrance into graduate or professional school, and to provide them with a thorough background in sociology for either vocational or general life purposes. A major in this department consists of 30 hours of sociology with the introductory sociology course, sociological theory, social statistics, the course on research methods, and a thesis is being required.

In addition to the program in academic sociology, the department cooperates with the New Orleans Consortium in its program in the area of social welfare.

The purpose of the social welfare program is to provide students with undergraduate preparation on the completion of a baccalaureate degree in social welfare which enables them to directly enter into the social service occupations or to enter into graduate education.

The department has two primary concerns, the preparation of academic sociologists and the preparation of sociological practitioners.

The beginning courses are designed to make students aware of the social forces and processes that characterize present day American society, as well as to provide an introduction to sociological concepts. Once they are familiar with the social environment which has shaped their own lives, students should be able to evaluate cultures and societies other than their own.

Several advanced courses are offered which should be of interest to the major and non-major. For example, courses on juvenile delinquency, city life, the operations of bureaucratic organizations, work as a social phenomenon, etc., are of interest to all of us simply by virtue of our participation in society. The department is also making special efforts to acquaint students with the New Orleans area urban structure.

## BACHELOR OF ARTS
## (Sociology)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Socio | 101 | Elec | Introductory Sociology/ Sociology elective | 3 | 3 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 |
| Theo | | | Area I | 3 | 0 |
| | | | | 15 | 15 |
| | | | | 30 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Socio | 225 | Elec | Social Statistics/ Sociology elective | 3 | 3 |
| Engl | | | Upper division courses | 3 | |
| Lang | | | Second Year Lang | 3 | 3 |
| Science | | | | 4 | 4 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Socio | 307 | Elec | Sociological Theory: Society as System/Elective | 3 | 3 |
| Socio | 326 | Elec | Research Methods & Techniques/ 300 level elective | 3 | 3 |
| Hist | | | Survey of U.S. History or Western Civilization | 3 | 3 |
| Electives | | | | 6 | 6 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 18 | 18 |
| | | | | 36 | |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Socio | | | Sociology electives | 6 | 6 |
| Electives | | | | 9 | 9 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area IV | 0 | 3 |
| | | | | 18 | 18 |
| | | | | 36 | |
| | | | | 134 | |

# Department of Theology and Religion

*Chairman:* Stephen Duffy, S.T.D.;
*University Professor:* C. J. McNaspy, S.J.;
*Professor:* Louis Soniat, S.J. (Emeritus);
*Associate Professors:* Stephen Duffy, Sr. Fara Impastato, O.P., John Miller, C.S.C., J. Emile Pfister, S.J.;
*Assistant Professors:* John May, S.J., Patrick Phillips, S.J., Louis Poche, S.J., Orlando Saa, S.J., Francis Sullivan, S.J.;
*Instructors:* John Modschielder, Thomas Spitzfaden;
*Lecturer:* Leo Bergman.

The pursuit of the theological sciences is a high priority for a Catholic University, whose specific function is to give christian witness within the academic community. The theological disciplines, therefore, are recognized not only as legitimate intellectual disciplines, but as ones essential to the integrity of a true university. Ever concerned to continue to present theology as a truly academic discipline within the university structure, the Department of Theology and Religion presents the following course offerings leading to the B.A. degree in Theology and a special Program of Religious Studies. These course offerings and program represent the most contemporary developments in Theology and Religion today. The division into various areas permits greater freedom of choice of courses to students in order to make Theology and Reli-

gion more relevant to present-day needs. The method of presentation of course matter aims at true academic excellence on the undergraduate level, free from all theological imperalism and indoctrination. All students majoring in other fields are encouraged to take those Theology and Religious Studies courses related to their major field or area of concentration. Students electing to major in Theology are given personal attention by a departmental adviser.

The Director of the Religious Studies program is Rev. A. P. Phillips, S.J., and the Inter-Disciplinary Coordinating Committee is David Boileau (Inst. of Human Relations); C. J. McNaspy, S.J. (University Professor); J. Emile Pfister, S.J. (Theology); Hacker Fagot, S.J. (Phychology); E. C. Ferlita, S.J. (Drama-Speech; Donald Gelpi, S.J. (Philosophy); J. A. Tetlow, S.J. (American Studies-History)

The program in Religious Studies is designed to investigate the phenomenon of regligion within a cross-disciplinary framework. The primary purpose of the program is to give an account of man as religious and to confront sacral phenomena as vital realities in human experience. Secondarily the program attempts to expose the relevance of value orientations by means of a unique cross-disciplinary approach. Since, however, Loyola is committed to a specific religious orientation it is understood that such a program will exist within that context, yet differentiated by an emphasis on the phenomenological data of religious experience. The program is not designed for the purpose of indoctrination in a specific religious creed but will be a presentation of the objective content of religious experience.

The Program is a reflection on the phenomenon of religion as expressed not only in theological and philosophical systems but also in art, drama, history, literature, music, psychology, sociology, and the sciences. Religious Studies differs from Theology in that faith is not a presupposition. The program studies religion and the sacral, as human phenomena affecting the thought, works, art, ethics and politics of man. Religious Studies differs from Philosophy in the complexity and variety of its methodologies. Finally, Religious Studies considers the supernatural and similar dogmatic positions experientially.

## BACHELOR OF ARTS
(Theology and Religious Studies)

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Hist | 101 | | Western Civilization | 3 | 0 |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 |
| Theol I-II | | | | 3 | 3 |
| | | | | 15 | 15 |
| | | | | 30 | |

**Sophomore**

| | | | | |
|---|---|---|---|---|
| Engl | | Upper division courses | 3 | 3 |
| Lang | | Second Year Lang | 3 | 3 |
| Hist | 102 | Western Civilization | 0 | 3 |
| Science | | | 4 | 4 |
| Phil | | Group I | 3 | 0 |
| Theol III-IV | | | 3 | 3 |
| | | | 16 | 16 |
| | | | 32 | |

**Junior**

| | | | |
|---|---|---|---|
| Social Studies | | 3 | 3 |
| Electives | | 9 | 9 |
| Theol | | 6 | 6 |
| | | 18 | 18 |
| | | 36 | |

**Senior**

| | | | |
|---|---|---|---|
| Electives | | 9 | 9 |
| Phil | Group I or II | 3 | 3 |
| Theol | | 3 | 3 |
| | | 15 | 15 |
| | | 30 | |
| | | 128 | |

# Department of Visual Art

*Chairman:* Ignatius D'Aquila, M.A.;
*Assistant Professors:* Ignatius D'Aquila, Franz Heldner, James McLeod, S.J.

The Visual Arts Department directs its attention to the problem of art education in the second half of the 20th century. It relates its thoughts on the subject to those of the most advanced ideas and methods employed in a few art schools in the U. S., in England and in Germany, and attempts to understand the art of the past one hundred years critically within the context of scientific, social, philosophical and aesthetic developments. It attempts to understand the relationship of training to education in the development of the student both as a person and as an artist. Technical skill and intuitive-intellectual awareness are considered of equal importance and are taken into account in the curriculum and in the kind of instruction that is offered. Most courses are team-taught or are taught on a personal basis by a tutor or a technician. The student works in an "open plan" situation where he may carry out ideas in various media at his own pace. This is especially true of advanced students. Large blocks of uninterrupted time are scheduled for all studio courses.

Courses in philosophy, in the history of art and in the interrelationship of

mathematics, the sciences and the arts are required in order that the student may grow in full awareness of his environment and of his creative role.

## BACHELOR OF ARTS
### (Visual Arts)

| | | | | | |
|---|---|---|---|---|---|
| FRESHMAN | | | | | |
| Visart | 100 | 101 | Art Fundamentals | 3 | 3 |
| Visart | 110 | 111 | Drawing | 3 | 3 |
| Visart | 112 | 113 | Reading-discussion Seminar | 1 | 1 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Lang | | | First Year Lang (101-102 or 103-104) | 3 | 3 |
| Phil | 101 | | Intro. to Philosophy | 3 | 0 |
| Theo | | | Area I | 0 | 3 |
| | | | | 16 | 16 |
| | | | | 32 | |
| SOPHOMORE | | | | | |
| Visart | 200 | 201 | Drawing I and II | 3 | 3 |
| Visart | 202 | 204 | Two & Three-Dimensional Imagemaking I & II | 3 | 3 |
| Visart | 230 | 232 | Primitive Art/Ancient Art | 2 | 2 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Lang | | | Second Year Lang (201-202 or 203-204) | 3 | 3 |
| Engl | | | Upper division courses | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 20 | 20 |
| | | | | 40 | |
| JUNIOR | | | | | |
| Visart | 334 | 336 | Classical Art/Medieval Art | 2 | 2 |
| Visart | 300 | 301 | Drawing III and IV | 3 | 3 |
| Chem | | 103 | Chemistry for Non-science Majors | 0 | 4 |
| Phys | 103 | | Introductory Physics | 4 | 0 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Elective | | | | 3 | 0 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area III | 0 | 3 |
| | | | | 18 | 15 |
| | | | | 33 | |
| SENIOR | | | | | |
| Visart | 350 | 353 | Drawing V/Art Concentration | 3 | 3 |
| Visart | | | Electives | 6 | 6 |
| Phil | | | Group I or II | 3 | 0 |
| Theo | | | Area IV | 0 | 3 |
| Elective | | | | 0 | 3 |
| | | | | 12 | 15 |
| | | | | 27 | |
| | | | | 132 | |

# PROGRAMS

## Honors and Privileged Studies

*Director:* E. P. Gary, Jr. Ph.D.

This program, which supplements but does not replace major degree programs aims at offering an unusual variety of interdisciplinary and experimental courses to the qualified student. Normally, students will be selected for participation in core freshman and sophomore courses. These courses are designed to acquaint the student with the workings of most major disciplines in the humanities. Students who have successfully completed this course, together with their normal concentration and distribution requirements of the first two years, will be designated *university fellows*. The *fellows* will have the opportunity to engage in pass/fail work, and to engage in special courses and fields of study. Upper division courses are offered each semester in special fields, and are open to all interested students in the university, subject to the approval of the instructor.

Students not selected for the program in the first year may petition for participation anytime up until their seventh semester of work.

## Military Science

*Professor of Military Science:* Col. Hugh Finlayson.
*Assistant Professors:* Major Leonard Chisholm, Major Thomas C. Hamilton, Captain Thomas Carpenter III.

The Department of Military Science is maintained and operated by the Department of the Army of the United States as a department of Loyola University in facilities furnished by the university. Instruction presented by the department is divided into two courses, the Basic Course and the Advanced Course. The Basic Course consists of the first two years of the four year program and the Advanced Course consists of the third and fourth years. The Military Science curriculum has been developed in response to current educational philosophies and concepts. It provides a flexible program compatible with the constantly evolving environment of the total academic community. The instructional program consists of three major parts: The

academic major in a recognized degree field; Institutional courses of particular interest and value to the military service (selected from appropriate level electives not in the students major discipline) ; and courses in Military Science.

Enrollment in Military Science is voluntary for all physically fit male students.

Students with prior military service or ROTC training may apply for constructive credit toward fulfillment of the basic course requirements. The amount of constructive credit granted will be determined on an individual basis by the Professor of Military Science.

The following departments in the College of Arts and Sciences will accept the designated number of hours in Military Science courses as elective credits in their degree programs: Biology 6, Chemistry 3, Computer Science 6, Communicaions 3, Drama and Speech 6, English 3 (in MS 201 or 351), History 6, Journalism 3 (MS 201), Modern Languages 6, Mathematics 18, Medical Technology 8, Philosophy 12, Physics 6 (300 level courses), Political Science 14, Psychology 6, Theology 12.

During the periods of instruction, students are enrolled as members of the Reserve Officers Training Corps of the United States Army and are subject to its rules and regulations.

## THE BASIC COURSE

Enrollment is voluntary and instruction is in common subjects applicable to the Army as a whole, to include leadership training with the objective of qualifying the student for the Advanced Course.

### MILITARY SCIENCE I (101–2) (1st year)—2 Sem. Hrs. per Sem. Subject

Military Service Obligations, Benefits and Responsibilities
Study of American Military History
Military Courtesy, Customs and Traditions
Seminars in Current Military Leadership Problems
Leadership Laboratory
* American Government 100 Level

### MILITARY SCIENCE II (201–2) (2nd year)—2 Sem. Hrs. per Sem. Subject

Topography and Aerial Photograph Reading
Introduction to Operations and Basic Tactics
Fundamentals of Military Research
Military Communicative Arts
Leadership and Group Behavior
Leadership Laboratory
* Philosophy 200 Level

## THE ADVANCED COURSE

Enrollment is competitive. Students who successfully complete the Basic Course may apply for enrollment in the Advanced Course. Students with prior training at an institution having a recognized ROTC unit or with actice military service, may be given credit toward completion of the Basic Course requirement.

* Example of Appropriate Academic Subject

MILITARY SCIENCE III (301–2) (3rd year)—3 sem. Hrs. per Sem.

Subject

Fundamentals of Leadership
Internal Defense and Development
Branches of The Army
Counterinsurgency Operations
Small Unit Tactics and Communications
Summer Camp Orientation
Leadership Laboratory
* Management 300 Level

MILITARY SCIENCE IV (351–2) (4th year)—3 Sem. Hrs. per Sem.

Subject

Stapp Operations and Responsibilities
Logistics and Supply Management
Military Law
Army Administration
Role of The United States in World Affairs
Airmobile Operations
Leadership Laboratory
* English Literature 300 Level

## ENROLLMENT AND CONTINUANCE

The general requirements for enrollment and continuance in Military Science are that the students be: (1) a citizen of the United States, (2) physically qualified as prescribed by the Department of the Army, (3) accepted by the institution as a regularly enrolled student, (qualified students attending institutions where Army ROTC training is not offered may be enrolled as special students in the Military Science program at Loyola upon approval of the PMS, Loyola Vice President for Academic Affairs, and officials of the parent institution), (4) not less than 14 years of age and must not have reached 23 years of age at time of enrollment.

As a condition to enrollment in the Advanced Course the student must agree in writing to: (1) complete the course of instruction offered unless released by the Department of the Army, and (2) accept a Reserve Commission, if tendered. Upon enrollment in the Advanced Course, the student is enlisted in the U. S. Army Enlisted Reserve for a period of 4 years. This enlistment is terminated upon the acceptance of a commission.

In general, students selected for the Advanced Course are those who have demonstrated, in the Basic Course, outstanding qualities of command leadership and who possess the mental, moral and physical characteristics indicative of Army Officer potential.

A commission as Second Lieutenant, United States Army Reserve is awarded upon completion of the Advanced Course, and academic requirements for degree.

## EMOLUMENTS

During enrollment in the Advanced Course, the student is paid a monthly subsistence allowance of $50 during the two year period. Students attending

* Example of Appropriate Academic Subject

ROTC summer camp receive $360.00 for the six week period and an allowance of six cents a mile for travel to and from the camp.

Members of the Advanced Course are required to attend camp one summer, normally between the third and fourth year. All students going to camp are housed, uniformed, fed, given medical attention at government expense while at the camp. The duration of camp is six weeks and begins early in June.

## UNIFORMS

All Military Science students are required to deposit $25.00 with the Treasurer of the University prior to enrollment in the Basic or Advanced Course. The student will then be issued the prescribed uniforms and insignia from the supply room. Necessary cleaning, repair or replacement of uniform items must be made by the students. The uniform deposit will be returned to the student upon completion or authorized withdrawal from the course, providing articles or uniforms are returned in good condition. (Advanced Course students awarded a commission will be permitted to retain uniforms). Final settlement will be made by the Treasurer's Office.

## TEXTS AND EQUIPMENT

The Department of the Army furnishes necessary texts and equipment for the Military Science program to the student on a loan basis. A fee will be deducted from the uniform deposit for loss of texts or equipment.

## DISTINGUISHED MILITARY STUDENTS

A Distinguished Military Student is an individual so designated after careful consideration of his qualifications by the President of the University and the PMS. He must possess outstanding qualities of leadership, high moral character, a definite aptitude for the military service, and he must have demonstrated his leadership ability through his accomplishments while participating in recognized campus activities.

## DISTINGUISHED MILITARY GRADUATES

Those Distinguished Military Students who have completed the Advanced ROTC Course and who have been selected by the President of the University for scholastic excellence, may be designated upon graduation as "Distinguished Military Graduates" by the Professor of Military Science. Distinguished Military Graduates may be tendered commissions in the Regular Army of the United States.

## SCHOLARSHIPS

The ROTC Vitalization act of 1964 authorizes financial assistance in the form of Army Scholarships for selected students enrolled in the Military Science program.

These scholarships provide for all tuition fees, lab fees, texts and other required expenses, except room and board. In addition, the student receives $50 per month for the duration of the scholarship, except for the summer training camp period during which he is paid $313.20. Students interested in applying for these scholarship may obtain additional information from the Professor of Military Science.

## ROTC ACTIVITIES

### NATIONAL SOCIETY OF PERSHING RIFLES

The Pershing Rifles is a National Hononary Military Society. Its aim is to encourage, develop and preserve the highest ideals of the military profession, to promote American citizenship, to create a closer and more effective relationship between cadets of various colleges and universities and to provide recognition of military ability and application among the cadets of the Senior Division, Reserve Officers' Training Corps.

### NATIONAL SOCIETY OF SCABBARD AND BLADE

The National Society of Scabbard and Blade is an organization for uniting in closer relationship the military departments of American universities and schools; for preserving and developing the essential qualities of good and efficient officers; for preparing individuals as educated men to take a more active part and have a greater influence in the military affairs of the communities in which they reside; and to disseminate intelligent information concerning the military requirements of this country.

### ASSOCIATION OF THE UNITED STATES ARMY

The Association of the United States Army is a national military organization. The Association promotes a closer affiliation between the military and academic departments. It offers to the military student an opportunity to gain a true insight of the purpose and activities of the United States Army.

### RIFLE TEAMS

Rifle teams will be selected through individual competition, and will represent the department in matches sponsored by Fourth U. S. Army, and in matches with other colleges and universities. The firing is conducted with modern small bore rifles on an indoor range. Sweaters and trophies are awarded to team members.

### RANGER DETACHMENT

The Ranger Detachment conducts separate training programs designed to familiarize its members with guerrilla and counterguerrilla operations, and to attain the standards of physical fitness required for operations under adverse conditions. Participation in training activities with the Special Forces Reserve Units is part of the extra activity.

### BAND

The Cadet Band is composed of volunteer cadet musicians and provides field music for the Corps of Cadets. Uniforms, instruments, and music are all furnished by the Department of Military Science.

Special social and official functions are participated in by members of the Cadet Band, on a voluntary basis.

# Aerospace Studies

*Professor:* Colonel C. W. Meacham;
*Assistant Professor:* Lt. Colonel Edwin Lewis, Captain James Landry, Captain Alfred Varisco.

By agreement between Loyola University and Tulane University the Air Force Reserve Officer Training Corps program of Tulane is open to men and women students at Loyola. Through the Air Force ROTC program, Loyola students may qualify for appointment as commissioned officers, while earning their degrees. See the Military Science section of this bulletin for the designated number of hours of elective credit departments will accept in their degree programs.

Enrollment in Air Force ROTC carries with it certain commitments which the student must make to the Air Force regarding completion of the program, graduation from the University, and military service after graduation. For additional information regarding commitments, the student should visit the Air Force ROTC office at Tulane University.

The Air Force Reserve Officers' Training Corps offers both a two-year and a four-year program, either of which leads to a commission as a second lieutenant in the United States Air Force.

The Four-Year Program is divided into two parts—the General Military Course for freshmen and sophomores, and the Professional Officer Course for juniors and seniors. A four-week Field Training session conducted in the summer months between junior and senior years at an Air Force Base must be completed prior to commissioning. Male or female students, citizens of the United States, of good moral character and physically and aptitudinally qualified for a commission are qualified to enter the General Military Course and to compete for entry into the Professional Officer Course. Students who fail to meet the minimum aptitude or physical standards may complete the General Military Course for academic credit only.

The Two-Year Program, consisting of the Professional Officer Course, is available on a competitive basis to applicants who meet the physical, mental, and moral qualifications indicated above, and who have four semesters of work remaining at the University as an undergraduate, an undergraduate/graduate, or as a graduate student. Applications must be submitted in the fall preceding the final two academic years of the student's educational program. A six-week Field Training session, in lieu of the four-week's session above, must be successfully completed in the summer months preceding entry into the two-year program.

General Information: Uniforms and texts are issued without costs to cadets. A $20 deposit, refundable when the issued items are returned in good condition, is required. A $5 recreation fee, to cover the costs of cadet social activities, is levied. All cadets in the final two years of the program, whether two-year or four-year, receive a $50 per month subsistence allowance. Limited numbers of Air Force ROTC scholarships are awarded to sophomores, juniors, and seniors

in the four-year program. Grants cover all tuition costs, books, laboratory expenses, and incidental fees, and carry a $50 per month subsistence allowance. Orientation flights in military aircraft and visits to active Air Force Bases are offered to cadets as an optional part of their training.

Distinguished Air Force ROTC Graduates, designated by the Professor of Aerospace Studies, may apply for a regular Air Force Commission prior to graduation and commission.

Educational Delays prior to entry on active duty after commission are routinely accorded to permit undergraduate students to continue their studies at the graduate level.

Aerospace Studies 100 and 200 level courses meet once a week; 300 and 400 courses meet three times a week. All classes are for one hour periods. In addition, all students enrolled in Air Force ROTC attend a one hour period of Corps Training at 11:00 A.M. on Thursdays. Corps Training develops leadership skills in a training laboratory environment and does not carry academic credit.

## GENERAL MILITARY COURSE

101 AEROSPACE STUDIES. U. S. Air Force doctrine, missions, and organization. Functions of strategic offensive and defensive forces; includes missiles and aircraft. 1 sem. hr.

102 AEROSPACE STUDIES. Functions of aerospace general purpose and support forces, including tactical air forces and military airlift. Prerequisite 101. 1 sem. hr.

201 AEROSPACE STUDIES. Organization and functions of the Dept. of Defense, civil-military and inter-service relationships. Characteristics of modern air warfare. 1 sem. hr.

202 AEROSPACE STUDIES. The role of aerospace forces in support of current military strategies. Military organization and functions within U. S. defense alliance systems. Prerequisite 201. 1 sem. hr.

## PROFESSIONAL OFFICER COURSE

301 AEROSPACE STUDIES. A comprehensive study of the development of air power. Includes doctrine, technology, organization, and the employment of air forces. 3 sem. hrs.

302 AEROSPACE STUDIES. A study and evaluation of U.S. aircraft, missile and space programs. Characteristics of the solar system important to space operation, types of orbits and trajectories, current and projected operational capabilities. Prerequisite 031. 3 sem. hrs.

401 AEROSPACE STUDIES. The theory and application of general concepts of leadership to Air Force situations. The Military Justice System. 3 sem. hrs.

402 AEROSPACE STUDIES. The general theory and practice of management applied to Air Force functions. Includes information systems, quantitative aids to decision making, and resource control techniques. Prerequisite 401. 3 sem. hrs.

# Pre-Law

*Adviser:* Peter Cangelosi, M.A.

Students who intend to proceed to Law School are strongly urged to complete an undergraduate degree first. This is the method preferred by most law schools. Philosophy, History, Business, Political Science, English and Sociology are the most popular programs among students intending to study Law. The pre-law adviser will be available to counsel students desirous of going to law schools who are in regular degree programs. Some schools of law, however, will still admit students who have successfully completed three years of college work. A sample program for the first two years of such a course of study is given below. Students who do wish to complete a degree should work most closely with the pre-law adviser.

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Engl | 110 | 111 | Freshman English | 3 | 3 |
| Hist | 101 | 102 | Western Civilization | 3 | 3 |
| Latin or Dramsp | | | | 3 | 3 |
| Lang | | | First Year Lang. (101–102 or 103–104) | 3 | 3 |
| Math | | | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | | 101 | Intro. to Philosophy | 0 | 3 |
| Theo | | | Area I | 3 | 0 |
| | | | | 18 | 18 |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Engl | | | Upper division courses | 3 | 3 |
| Socio or PolSci | | | | 3 | 3 |
| Latin or Science | | | 4 or | 3 | 3 or 4 |
| Lang | | | Second Year Lang (201–202 or 203–204) | 3 | 3 |
| Hist | 201 | 202 | Survey of U.S. History | 3 | 3 |
| Phil | | | Group I | 3 | 0 |
| Theo | | | Area II | 0 | 3 |
| | | | | 19 or 18 | 18 or 19 |

# Pre-Pharmacy

*Adviser:* John H. Mullahy, S.J., Ph.D.

The Pre-pharmacy program listed below is administered by the Department of Biological Sciences.

FRESHMAN

| | | | | | |
|---|---|---|---|---|---|
| Biol | 107 | 108 | General Biology | 4 | 4 |
| Chem | 111 | 112 | General Chemistry | 3 | 3 |
| Chem | 113 | 114 | General Chemistry Lab | 1 | 1 |
| Engl | 157 | 158 | Freshman English | 3 | 3 |
| Math | 111 | 112 | Excursions in Mathematical Ideas | 3 | 3 |
| Phil | 101 | 204 | Intro. to Phil./Phil. of Man | 3 | 3 |
| Theo | | | Area I | 0 | 3 |
| | | | | 17 | 20 |
| | | | | 37 | |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Biol | 201 | | Comparative Anatomy of Vertebrates | 4 | 0 |
| Chem | 211 | | Inorganic Quantitative Analysis I | 2 | 0 |
| Chem | 213 | | Inorganic Quantitative Analysis Lab | 2 | 0 |
| Phys | 201 | 203 | General Physics | 4 | 4 |
| Acct | | 105 | Principles of Accounting | 0 | 3 |
| Econ | | 106 | Introduction to Economics | 0 | 3 |
| Phil | | 302 | Phil of Conduct | 0 | 3 |
| Theo | | | Area II | 3 | 0 |
| | | | | 15 | 13 |
| | | | | 28 | |

# COLLEGE OF BUSINESS ADMINISTRATION

*Dean:* Lowell C. Smith, Ph.D.;
*Assistant Dean:* Thomas O. Jones, D.B.A.;
*Professors:* Allen Boudreaux, William P. Carr, Rudolf Coper, Irving Fosberg, G. W. Leftwich, Arthur Rayhawk, G. R. Smith, Lowell Smith, Felino Valiente, Jacques Yenni, S.J.;
*Associate Professors:* Margaret Alumkal, Wilson Ellis, Thomas Jones, Donald Losman;
*Assistant Professors:* John Bourgeois, James Foster, Francois Gravois, Felix Guilbeau, Allen Newman, Rao Tatikonda, George Wilson;
*Instructors:* Jeannette Villarubia, Judith Zabaloui.

The College, founded in 1947, is accredited by the American Association of Collegiate Schools of Business and the Southern Association of Colleges and Schools. It holds membership in the American Association of Colleges

and Secondary Schools, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools, and the Southern Business Administration Association.

From 1926 to 1947 the four-year program leading to the degree of Bachelor of Science (in Economics), was offered in the Department of Commerce of the College of Arts and Sciences. The College of Business Administration is a natural outgrowth of this department. In 1947 the Board of Directors of the University authorized the establishment of this separate jurisdiction to afford training in business subjects, leading to the degree of Bachelor of Business Administration. In 1950 the College was admitted to Associate Membership in the American Association of Collegiate Schools of Business, and in 1957 the College was admitted to full membership.

The College of Business Administration at present conducts the following degree programs.

Accounting
Computer Science
Economics
Finance
General Business
Management
Marketing
Secretarial Administration

*Objectives*

The principal objective of the College of Business Administration is to prepare its graduates for positions in the management of both business and government. The degree programs are designed to prepare students both for entrance into business and government and for advancement to high-level management positions.

Programs in the College of Business include examination of administrative principles and quantitative approaches to decision-making common to both business and government. These programs stress the points at which major policy decisions of either business or government must give consideration to related policy decisions of the other. Emphasis is placed on the fact that management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

It is the policy of the College to emphasize a broad fundamental education as the best preparation for positions carrying management or administrative responsibility.

Undergraduate programs concentrate the first two years in a broad liberal arts curriculum drawn from the social sciences, humanities, quantative methods, and a limited number of courses in administration. Students in the junior and senior years expand their work to include (1) the functions of business enterprise (2) the economic and legal aspects of business, (3) the implications of modern analytical techniques based on quantative methods, (4) the study of organization theory and human relations, and (5) the practice of problem-solving techniques.

Graduate programs develop further the elements common to all management positions. Master's degree programs are based on advanced study of management, accounting and information systems, behavioral sciences, quantative approaches to decision making, economics, plus areas of specialization.

*Summary*

In order to provide students with a common body of knowledge of business or governmental administration, programs include the equivalent of at least one year of work comprising the following areas:

1. In the case of business enterprise, a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions; in the case of governmental administration, a background of concepts, processes, and institutions of planning, programming, budgeting, personnel practices, and policy formulation in government.
2. A background of the economic and legal environment of business and government enterprise, along with consideration of the social and political influences on business.
3. A basic understanding of the concepts and methods of accounting or budgeting, quantative methods, and information systems.
4. A study of organization theory, interpersonal relationships, control and motivation systems, and communications.
5. A study of administrative processes under conditions of uncertainty, including the integration of analysis and policy determination at the over-all management level.

# Student Organizations

## B.A. CENTRAL COMMITTEE

The Central Committee of the College of Business Administration is an organization which has a twofold purpose: first, to coordinate Business Administration organizational activities; second, to plan and promote major functions of the College of Business Administration. The committee consists of the presidents of all Business Administration organizations; the Student Body President serves as chairman.

## HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraterinties and organizations have been established on the campus for students in the College of Business Administration.

*Beta Alpha Psi*—The purposes of this national professional and honorary fraternity are to stimulate interest and cooperation in accounting; to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional men, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic and professional attainments in its members; and to encourage cordial intercourse among its members and the profession generally. Accounting majors of junior standing with a 3.00 quality point average in four completed accounting courses

and a 2.50 average in all other subjects shall be considered for election to membership.

*Beta Gamma Sigma*—The purposes of this national honor society are to encourage and reward scholarship and accomplishment among the students of business administration; to promote the advancement of education in art and science of business and to foster integrity in the conduct of business operation. Only seniors who rank in the upper tenth of their graduating class and juniors among the highest four per cent of their class are considered for election to membership.

## PROFESSIONAL AND ACADEMIC SOCIETIES

*Administrative Management Society*—Functioning under the auspices of the Administrative Management Society through the New Orleans Chapter, this collegiate organization fosters interest in management principles and policies among the students. Its primary purpose is to establish relations with management through talks by its representatives and tours for members intended to give further insight into the problems and practices of management. The organization also actively participates in the business meetings and the panel discussions of the New Orleans Senior Chapter. Members are selected from the outstanding junior and senior students who are scholastically proficient in business administration subjects, and particularly in management courses.

*Delta Sigma Pi*—Delta Sigma Pi is an international professional commerce fraternity. Its purposes are to foster the study of business in universities, to encourage scholarship, social activities and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce; and to further a high standard of commercial ethics and culture and the civic and commercial welfare of the community.

*Loyola Marketeers*—As a professional society, the Loyola Marketeers encourage and strengthen working relationships between those studying marketing in the classroom and executives practicing marketing in business. The resulting exchange of ideas, knowledge and experience is mutually beneficial. Opportunities for practical experience in marketing is fostered for its members by cooperative efforts with business firms who maintain programs for this purpose.

*National Collegiate Association for Secretaries*—The National Collegiate Association for Secretaries (NCAS) is an organization for students enrolled in either the programs of Secretarial Administration or Business Education. Its activities are designed to encourage the exchange of ideas and experiences of the members; to promote a spirit of fellowship among the students; and to establish contacts with business men and women.

*Phi Chi Theta*—Phi Chi Theta is a professional commerce fraternity for women. Its purposes are to promote the cause of higher business education and training for all women, to foster high ideals for women in business careers, and to encourage fraternity and cooperation among women preparing for such careers.

AWARDS

*Accounting Medal*—Each year the Society of Louisiana Certified Public Accountants awards a proficiency medal to the Loyola College of Business Administration senior student who has achieved the highest grades in his class for courses in the accounting curriculum for four years.

*Administrative Management Society Award*—Awarded each year by the Loyola Chapter of the AMS to the senior in Business Administration who, in the opinion of the chapter, has exhibited the greatest degree of aptitude for achievement in the field of management.

*Beta Alpha Psi Award*—The Grand Council of Beta Alpha Psi, national professional and honorary accounting fraternity, awards a scholarship certificate to the graduating fraternity member who has not only attained a high point ratio in accounting at the end of the semester preceding graduation but has made outstanding contributions of his services to the organization.

*Outstanding Sophomore Award*—This award is given each year to the sophomore who best exhibits attributes of scholarship, leadership, religious devotion, and service to the University and his fellow students.

*Delta Sigma Pi Scholarship Key*—To encourage high scholarship Delta Sigma Pi presents annually at every university where it has a Chapter, the Delta Sigma Pi Scholarship Key which is awarded by the fraternity to that senior, who upon graduation ranks highest in scholarship for the entire course in commerce and business administration.

*James N. Masters Memorial Award*—This award is presented in honor of James N. Masters, first deceased member of Delta Nu Chapter of Delta Sigma Pi, and consists of a permanent plaque donated by Mrs. Masters and a smaller plaque donated by the Fraternity. The permanent plaque contains the name of each recipient and is kept in Stallings Hall. The smaller plaque is given to the recipient.

This outstanding member award is given annually to that member of Delta Nu Chapter who, more than any other member, has advanced the true purpose of the Fraternity. The recipient is selected by vote of the active membership of the Fraternity.

*NCAS Scholarship Award*—This award is presented annually to the senior member of the Loyola Chapter of the National Collegiate Association for Secretaries who has the highest overall average for her four years of college work. Other factors that may be taken into consideration are service to the organization, attitude, cooperation, and future potential.

*NOLA Chapter, National Secretaries Association Award*—This award is presented annually to the best all-round graduate in the Secretarial Administration Program. Areas of consideration for the recipient of the NOLA Chapter, NSA, Award are high scholarship standing, poise, attention to detail, pleasing personality, and leadership.

*Norama Award in Marketing*—This award is established by the New Orleans Chapter, American Marketing Association, to encourage and recognize academic and pragmatic marketing activities, which promote "The advancement of science in marketing", with particular reference to Metropolitan New Orleans and the State of Louisiana. It is awarded in the senior year to

the student, whose activities in junior and senior years are judged most deserving by the marketing faculty.

*Outstanding Freshman Award*—An annual award given to three freshmen (two male students and one female student) by Delta Sigma Pi Fraternity. Students are selected by the members of the freshman class. Factors considered in the selection are cooperation with school programs, contributions to the College of Business Administration and leadership and participation in school functions. Although this is not a scholastic award, to be eligible a student must be in good standing.

*Outstanding Junior Award*—An annual award given to two juniors by the Beta Zeta Chapter of Beta Alpha Psi (oustanding male) and the Gamma of Louisiana Chapter of Beta Gamma Sigma (outstanding female). Students are selected by Fraternity members and submitted to the faculty for final approval. The award is based on cooperation with school programs, contributions to the College of Business Administartion, and leadership and participation in school functions. Though this is not a scholastic award, a student must be in good standing to be eligible.

*Phi Chi Theta National Key Award*—Key is awarded annually on the basis of scholarship, activities and leadership by the Fraternity members to the woman student in the College of Business Administration who fulfills these requirements best at the completion of her senior year.

*The Fant Taylor Award*—A specially designed gold award is presented to the senior, either male or female, in the College of Business Administration for outstanding achievement in marketing. This award is donated by Mr. J. Fant Taylor, owner-manager of the Taylor Furniture Mart of New Orleans and is intended to inspire young men and women to higher achievement in marketing and merchandising.

*The Wall Street Journal Achievement Award*—This is an award of a silver medal and a one year's subscription to the *Wall Street Journal*. It is granted to the graduating senior in the College of Business Administration who in the judgment of the faculty members engaged in teaching finance and economics has earned the highest average in the elective fields of economics and finance.

# Administrative and Academic Requirements

*Admission*

The College of Business Administration accepts both men and women. Students are admitted at the beginning of each semester and summer session. The right is reserved to refuse admission to any student with an academic record which creates doubt of his ability to succeed in college or who, for any other reason, would not be an acceptable student.

Applicants are urged to submit the application form and complete credentials well in advance of the semester for which they seek admission. All credentials submitted in support of an application are treated confidentially and the con-

tents are disclosed only to authorized individuals. Such credentials become the property of the University and cannot be returned.

*Transfer Students*

Undergraduate transfer students must be in good standing as to scholarship and conduct. The transfer student must be eligible to return to the last previously attended institution in the semester for which he seeks admission to this College.

An applicant who has attended one or more institutions of higher learning must request *each* registrar to mail directly to the *Office of Admissions* a transcript of his record, *even though credits were not earned.*

*Credit From Higher Institutions*

Advanced standing may be granted for work successfully completed at accredited institutions of higher learning. Credit will be granted for transferred work only when it meets the requirements for the degree sought at this University. It may be allowed provisionally. Work of low pass grade (D or the equivalent) will not be considered for transfer.

*Service School Credit*

A limited amount of credit earned in service schools since 1941 may be considered for assignment to qualified degree candidates. Veterans should submit to the Office of Admissions photostatic copies of their service school records, indicating courses successfully completed with sufficient identification of the course to locate it in the *Guide to Evaluation of Educational Experience in the Armed Forces.*

*Readmission*

A student previously registered in the College who was not registered during the immediately preceding semester (summer session excluded) must apply for readmission. If the student applies as a degree candidate and was previously registered as a nondegree student, or if he has attended one or more higher institutions during his absence from the University, he must have complete official transcripts sent to the appropriate office at this University from each institution attended. Applications for readmission are considered on the basis of regulations currently effective.

The application fee is waived for a student applying for readmission who was registered as a degree candidate at the time of his last registration at this University and has not since registered at another institution.

The degree program of a student applying for readmission will be structured in accordance with the degree requirements in effect at the time of his readmission. Those will normally be contained in the current catalog.

*Academic Work Load*

A full-time student not on probation may not ordinarily take more than 18 semester hours. A student employed more than 24 hours a week, who is not on probation, may not take more than 12 semester hours.

A full-time student whose quality-point index is 3.50 or higher may not take more than 21 semester hours. A student employed more than 24 hours a week, whose index is 3.50 or higher, may take up to 15 semester hours.

A student who accepts employment after registration or at any time during a semester must report immediately to the Dean, so that his program may be adjusted if necessary.

Exception to these rules will require the approval of the Dean.

*Scholarship*

In order to graduate, a student must have the following: (1) a general grade point average of at least 2.00 and (2) an index in his major of at least 2.00. The major includes the required courses and courses taken as professional electives.

*Dean's Honor List*

The names of students who achieve a quality-point index of 3.50 or higher are placed on the Dean's Honor List for that semester. Appearance on the list will be limited to (1) full-time students registered for a minimum of 12 semester hours and (2) part-time students registered for a minimum of 12 semester hours over a period of two consecutive semesters, which may include a summer term.

*Probation*

A student whose quality-point index falls below 2.00 after completing a minimum of 12 semester hours of study will be placed on probation. This probation extends over the period in which the student attempts 12 semester hours of work which may include remedial studies as prescribed. First semester freshmen will be put on probation if their average is lower than 1.7.

*Suspension*

A student whose quality-point index is 1.50 or below or whose index remains below 2.0 at the end of his probationary period may be suspended. A student suspended for poor scholarship may apply for readmission after the lapse of either the fall or spring semester. To be considered for readmission, he must pass prescribed tests and submit evidence to the Dean that during his absence from the University he has so conducted himself as to indicate that he will profit by readmission. A student readmitted after suspension is on probation and must maintain a current quality-point index of at least 2.50 on each 12 semester hours of work undertaken until his cumulative index is 2.00. In no case will the probationary period after readmission exceed 24 hours of study. A student suspended twice for poor scholarship will not be readmitted.

## CREDIT

Credit is given only after registration for a course and satisfactory completion of the required work, or upon the assignment of advanced standing in accordance with the regulations of the College.

Auditing—In special instances, a person who has been admitted to the University may be registered, with the permission of the instructor as an "auditor" in a class (no academic credit). An auditor is not required to take active part or to pass examinations. A student who takes a course as an auditor may not repeat it later for credit.

## MILITARY LEAVE

A student called to active duty may be granted military leave for the period of active duty, upon presentation to the Dean of a copy of his orders and a petition for such leave. The student must apply for readmission to the University well in advance of the semester in which he expects to return. Students should also consult page 13 for university policy on examinations and credit.

## COLLEGE POLICY ON THE RELEASE OF STUDENT INFORMATION

In general, the policy of the University is one of attempting to keep the student's record confidential and out of the hands of those who would use it for other legitimate reasons. At the same time, the policy must be flexible enough not to hinder the student, the University, or the community in their legitimate endeavors.

No information concerning a student will be released except as noted below:

1. Information such as whether or not the student is currently enrolled; dates of attendance; verification of date and place of birth; degrees earned, if any, date, major field or area of concentration, and honors received, home and local addresses and telephone numbers; school, college, or division of enrollment, and class; verification of signature; name and address of parent or guardian.

2. The issuance of formal transcripts of record to recognized institutions of higher learning or potential employers; the certification of academic achievement to the various recognized professional associations (law, medicine, engineering, education, etc.).

Information will be released only on written authorization from the student, or by court order or subpoena. If a subpoena is served, the student whose record is being subpoenaed will be notified and the subpoena will be referred to the University's legal counsel.

Government investigative agencies have no inherent right to access to student files and records. If expressly requested, properly identified representatives from federal, state, or local government agencies may be given the information listed under No. 1, above.

## COLLEGE POLICY ON SELECTIVE SERVICE INFORMATION

The University notifies draft boards of a student's academic status only when the student requests or authorizes, in writing, that the draft board be notified. If a student's status changes during the semester (such as, from part-time to full-time), it is the responsibility of the student to notify his draft board of this change.

## USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor to the Dean. The Dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the Dean.

## RESIDENCE

A minimum of 32 semester hours, including at least 15 hours in the major

field, must be completed while registered in the College of Business Administration. This requirement applies to students transferring within the University as well as to students transferring from other institutions. Summer work may be counted toward the residence requirement, but in no case may the period of residence aggregate less than thirty weeks. Unless special permission is granted by the Dean to pursue work elsewhere, the work of the senior or final year must be completed in the College of Business Administration.

INTERNSHIPS

The faculty of the College of Business Administration have approved a program of student internships in business and government for academic credit. The coordinator of the internship program will consult with officials of the employing company or agency in order to determine the scope of the job. This will involve evaluating whether the job is full or part-time, part of a structured training program or primarily non-training oriented, duration of the job, type of evaluation performed by the employer, and compensation levels. On the basis of his evaluation, the Coordinator will recommend to the Dean the awarding of academic credit for the internship. This may vary from three to fifteen semester hours of credit, and the student must pay the corresponding tuition.

During the internship or upon its completion, the student may be asked to do supplementary work for the faculty adviser. This may take the form of term papers, staff studies, or evaluations of the work experience itself.

Students wishing to participate in the internship program are advised to select their courses carefully during the early semesters in order to allow sufficient electives during the senior year to participate in this program.

# Requirements for Degrees and Programs of Study

The areas of specialization open for the students in the College of Business Administration are outlined on the following pages. Although these are sometimes referred to as "majors", it is understood that the general major fields for all business students are business administration, accounting, and economics. The fields of specialization presented below are intended for students who have specific interests within the functional fields of business administration.

If should be pointed out that of these programs—the Programs in General Business, Management, Economics, Finance, and Marketing—do not require specific electives until the third year in college. Therefore, a student selecting one of these fields for specialization during his first two years may transfer to any of the others without having to take additional courses. The remaining programs—the Programs in Accounting, Quantitative Methods and Computers, and Secretarial Administration—require specific courses during the first and second years. In general, therefore, a student selecting one of these programs cannot transfer to another special program (or from one of the gen-

eral programs to any one of these special programs) without having to make up the required courses for the program to which he transfers.

The only University course requirements in the following programs are those in Philosophy and Theology. All students must take twelve semester hours of philosophy. All Catholic students in this College must take twelve semester hours of Theology or Religious Studies. Transfer students may be excused from three semester hours of Philosophy or Theology for each year of work for which advanced standing is granted. Some of the courses listed in the offerings in the back of the Bulletin may meet both the Philosophy and the Theology requirements and students are encouraged to explore this possibility when selecting their courses.

The various degree programs in this College all call for a minimum of 126 semester hours with approximately one-half of the work in liberal arts and one-half in business administration subjects. All students must complete the following courses (exceptions are made for the Programs in Secretarial Administration, Accounting, Quantitative Methods and Computers, and Economics.

| *Course* | *Sem. Hrs.* | *Course* | *Sem. Hrs.* |
|---|---|---|---|
| English | 6 | Mathematics | 6 |
| Philosophy | 12 | Managerial Accounting | 3 |
| *Theology or Religious Studies | 12 | Economics Statistics | 6 |
| Principles of Economics | 6 | Computer Programming | 3 |
| Principles of Accounting | 6 | Money and Banking | 3 |
| Business Report Writing | 3 | Corporation Finance | 3 |
| Behavioral Science | 3 | Legal Environment of Business or Business Law | 6 |
| *Non-Business Electives | 12 | Production Management | 3 |
| | | Basic Marketing | 3 |
| | | Executive Decision Making | 3 |
| | | Professional Electives | 27 |

TOTAL 126 Semester Hours

* Non-Catholic students may substitute non-business electives for the Theology or Religious Studies Requirement. These may be selected from Arts and Sciences courses or from courses from the College of Music.

The courses are divided into three groups:

1. The arts and sciences background courses constitute nearly one half of the program and are designed to free the future executive from the limitations of a restricted technical education. Students are required to take and select courses in the College of Arts and Sciences during their degree program.
2. A lesser portion of the courses is in the field of Economics and is designed to equip the future business leader with a broad knowledge of economic principles, problems, and analytical processes in our own country and in the principle regions of the world.
3. The professional courses of the business administration program constitute about forty per cent of the total courses taken and are divided into two groups:

3. a. Courses designed to give broad comprehension in all of the major fields of business administration (sometimes called the "core" courses) include studies in the fields of management, accounting, economics, marketing, finance, statistics, business law, and communications.

3. b. The fields of concentration include a limited number of upper-division courses in each of the "core" fields of business.

The following degree requirements apply to all B.B.A. students.

NON-BUSINESS ELECTIVES

Courses which may be taken as elective courses in the College of Arts and Sciences include social sciences, foreign languages, speech, communications, mathematics, computer sciences, theology, religion, physical sciences and military science. Specifically excluded are those Arts and Sciences courses listed in the degree program of this College. Students may also enroll in courses in the College of Music.

MILITARY SCIENCE

All courses in Military Science with the exception of M.S. 101 may be credited by the student toward his degree requirements. These 18 sem. hrs. cannot replace any hours required in the College of Business Administration. They are to be utilized as Arts and Sciences electives.

# Program in Accounting

This curriculum is designed to prepare the student to be a professional accountant. The student who takes advanced studies in accounting prepares himself for a career as a professional accountant in the areas of private, commercial, and industrial accounting; public accounting; governmental service; or teaching.

A student who does not maintain at least a "C" average in his lower division accounting courses is generally advised not to continue the accounting program.

Recommended Professional Elective Courses: Acc. 315, Acc. 324. All electives should be scheduled only after consultation with adviser, or Dean.

ACCOUNTING CURRICULUM

| | | | |
|---|---|---|---|
| **FRESHMAN** | | | |
| En. 110 En. 111 | Freshman English | 3 | 3 |
| M.B.E. 110 | Finite Math | | 3 |
| Theo/R.S.[1] | | 3 | 3 |
| Acc. 105 Acc. 106 | Principles of Accounting | 3 | 3 |
| G.B. 105 | Behavioral Science | 3 | |
| Pl. 101 Pl. El. | Introduction to Philosophy—Philosophy Elective | 3 | 3 |
| | | 15 | 15 |
| **SOPHOMORE** | | | |
| Theo/R.S.[1] | | 3 | 3 |
| Non-Business | Electives | | 3 |
| Acc. 205 Acc. 206 | Intermediate Accounting | 3 | 3 |
| Mk. 205 | Basic Marketing | 3 | 3 |
| Eco. 201 Eco. 202 | Principles of Economics | 3 | 3 |
| M.B.E. 210 Pl. El. | Continuous Mathematics—Philosophy Elective | 3 | 3 |
| Comp. Sci. 121 | Intro. to Computer Sci. I | 3 | 0 |
| | | 18 | 18 |

| | | | |
|---|---|---|---|
| JUNIOR | | | |
| B.L. 205 B.L. 206 | Business Law | 3 | 3 |
| Acc. 305 Acc. 306 | Advanced Accounting | 3 | 3 |
| Acc. 314 Acc. 315[2] | Federal Tax Accounting I—Federal Tax Accounting II | 3 | (3) |
| Fn. 305 Fn. 307 | Money and Banking—Corporation Finance | 3 | 3 |
| Eco. 310 Eco. 311 | Economic Statistics | 3 | 3 |
| Comp. Sci. 122, Elective | Intro. to Computer Sci. II | 3 | 3 |
| | | 18 | 15 |
| | | | (18) |
| SENIOR | | | |
| Course 2/300 | Upper-division Arts & Sciences Electives | 3 | 3 |
| Acc. 317 Acc. 318 | Cost Accounting I—Cost Accounting II | 3 | 3 |
| Acc. 323 Acc. 324[2] | Auditing Principles—Auditing Practices | 3 | (3) |
| Fn. 330 Mg. 338 | Quantitative Analysis—Production Management | 3 | 3 |
| Pl. El. Acc. 340 | Philosophy Elective—Integrated E.D.P. and Information Systems | 3 | 3 |
| | | 15 | 12 |
| | | | (15) |

1. Non-Business electives by non-Catholic students.
2. Acc. 315, Acc. 324 electives; students must schedule at least one.

# Program in Economics

The prime purpose of the undergraduate program in Economics is to lay the groundwork for education in the field of economic theory and practice. While there are employment opportunities for the majors in economics with a bachelor's degree, the range of opportunities is much broader if the student possesses a doctoral degree or even a master's degree. With one or more advanced degrees the young economist qualifies for a large variety of splendid positions in teaching, finance, civil service, and industry. Those who follow this program are thus urged to give serious consideration to graduate study.

The economics program in the College of Business Administration is intended to grant the student knowledge of areas in the business world relating to accounting, management, marketing, business sciences and interdisciplinary approach to the successful operation of small and large enterprises.

Recommended Elective Courses: Fn. 308, Eco. 301, Eco. 309; Eco. 314, Fn. 316, Eco. 325, Eco. 326, Eco. 332, Eco. 333, Fn. 320 and selected Arts and Sciences Courses.

## ECONOMICS CURRICULUM

| FRESHMAN | | SEM. HRS. | |
|---|---|---|---|
| M.B.E. 110–210 | Finite Mathematics—Continuous Mathematics | 3 | 3 |
| Acc. 105 Acc. 106 | Principles of Accounting | 3 | 3 |
| En. 110 En. 111 | Freshman English | 3 | 3 |
| Theo/R.S.[1] | | 3 | 3 |
| G.B. 102 G.B. 105 | Business Report Writing—Behavioral Sciences | 3 | 3 |
| Pl. 101 | Introduction to Philosophy | 0 | 3 |
| | | 15 | 18 |

| SOPHOMORE | | | |
|---|---|---|---|
| Electives | Non-Business | 3 | 3 |
| Cs. 121 Mk. 205 | Introduction to Comp. Science I Basic Marketing | 3 | 3 |
| Eco. 201 Eco. 202 | Principles of Economics | 3 | 3 |
| Acc. 203 | Managerial Accounting | 3 | 0 |
| Pl. El Pl. El | Philosophy Electives | 3 | 3 |
| Theo/R.S.[1] | | 3 | 3 |
| | | 18 | 15 |

| JUNIOR | | | |
|---|---|---|---|
| Eco. 310 Eco. 311 | Economic Statistics | 3 | 3 |
| Eco. 321 Eco. 322 | Intermediate Microeconomic Analysis—Intermediate Macroeconomic Analysis | 3 | 3 |
| Eco. 331[2] Pl. El. | Labor Economics[2]—Philosophy Elective | 3 | 3 |
| Fn. 307 Fn. 305 | Corporation Finance—Money and Banking | 3 | 3 |
| Eco. Electives | Economics Electives | 3 | 3 |
| | | 15 | 15 |

| SENIOR | | | |
|---|---|---|---|
| G.B. 205 G.B. 206 | Legal Environment of Business | 3 | 3 |
| Prof. Electives | Upper-division Professional Business Electives | 3 | 3 |
| Mg. 338 Mg. 346 | Production Management—Executive Decision Making | 3 | 3 |
| | Arts and Sciences Electives | 3 | 3 |
| Economics Electives | Economics Electives | 3 | 3 |
| | | 15 | 15 |

1. Non-Catholic students may substitute non-Business electives.
2. Mg. 341 may be substituted.

# Programs in Finance, General Business, Management, and Marketing

The degree programs in Finance, General Business, Management, and Marketing are basically the same in structure. Specific electives are not required until the junior year. Students take the general curriculum, selected courses from their "major", and professional business electives. The courses in the major and the electives should be selected with the consent of the faculty adviser.

The general curriculum is as follows:

GENERAL CURRICULUM

for Finance, General Business, Management, and Marketing

| | | | |
|---|---|---|---|
| FRESHMEN | | | |
| M.B.E. 110 M.B.E. 210 | Finite Mathematics—Continuous Mathematics | 3 | 3 |
| Acc. 105 Acc. 106 | Principles of Accounting | 3 | 3 |
| En. 110 En. 111 | Literature and Life (Freshman English) | 3 | 3 |
| | Theology or Religious Studies[1] | 3 | 3 |
| G.B. 102 G.B. 105 | Business Report Writing—Behavioral Sciences | 3 | 3 |
| | | 15 | 15 |
| SOPHOMORE | | | |
| Pl. 101 Pl. elective | Introduction to Phil.—Philosophy elective | 3 | 3 |
| Eco. 201 Eco. 202 | Principles of Economics | 3 | 3 |
| Acc. 203 Cs. 121 | Managerial Accounting—Introductory Computer Science I | 3 | 3 |
| | Theology or Religious Studies[1] | 3 | 3 |
| Mk. 205 | Basic Marketing | 3 | 0 |
| | Non-Business electives | 3 | 6 |
| | | 18 | 18 |
| JUNIOR | | | |
| Eco. 310 Eco. 311 | Economic Statistics | 3 | 3 |
| Pl. Electives | | 3 | 3 |
| Fn. 305 Fn. 307 | Money and Banking—Corporation Finance | 3 | 3 |
| | Major Electives | 3 | 3 |
| Prof. Electives | Upper-division Professional Business Electives | 3 | 3 |
| | | 15 | 15 |

| | | | |
|---|---|---|---|
| SENIOR | | | |
| G.B. 205 G.B. 206 | Legal Environment of Business or Bl. 205-206 Business Law | 3 | 3 |
| Mg. 338 Mg. 346 | Production Management—Executive Decision Making | 3 | 3 |
| Major Electives | | 6 | 3 |
| Prof. Electives | Upper-division Professional Business Electives | 3 | 6 |
| | | 15 | 15 |

## FINANCE MAJOR

Students wishing to major in Finance should select 15 semester hours from among the following:

| | |
|---|---|
| Fn. 308 | Public Finance |
| *Fn. 310 | Financial Institutions |
| *Fn. 316 | Investments |
| Fn. 320 | Monetary and Fiscal Policy |
| Fn. 323 | Contemporary Problems in Finance: Domestic and International |
| Fn. 330 | Quantitative Analysis |
| Cs. 122 | Introductory Computer Science II |
| Mg. 370 | Systems Analysis |
| | Upper division accounting courses |

## GENERAL BUSINESS MAJOR

Students wishing to major in General Business may select their courses from any upper division course in accounting, economics, finance, computer sciences, marketing, or management. This is an excellent pre-law degree program.

## MANAGEMENT MAJOR

Students wishing to major in Management should select 15 semester hours from among the following:

| | |
|---|---|
| *Mg. 205 | Principles of Management |
| Mg. 334 (formerly Mg. 306) | Personnel Management |
| Mg. 341 | Collective Bargaining |
| Mg. 345 | Managerial Policies |
| Mg. 360 | Organizational Behavior |
| G.B. 340 | Principles of Insurance |
| G.B. 341 | Fundamentals of Real Estate |
| Mg. 362 | Managerial Behavior |
| Mg. 370 | Systems Analysis |
| Cs. 122 | Introductory Computer Science II |

## MARKETING MAJOR

Students wishing to major in Marketing should consult their adviser early in their programs in order to select non-business electives which will com-

plement their studies. Fifteen hours of courses in the major should be selected from the following:

| | |
|---|---|
| Mk. 306 | Marketing Decisions |
| Mk. 308 | Advertising (may be taken for credit as Jr. 345) |
| *Mk. 310 | Marketing Research |
| Mk. 311 | Marketing Distribution |
| Mk. 313 | Marketing Communications |
| Mk. 319 | Sales Controls |
| Mk. 320 | Retailing |
| Mk. 331 | Theory in Marketing |
| Mk. 339 | Public Relations (may be taken for credit as Jr. 344) |

* Required in this major.

# Program in Quantitative Methods and Computers

The increasing use of computers and associated equipment has created strong demand for managers who are competent in both the use of such machinery and the understanding of its benefits to management. Therefore, the combined program in Business and Quantitative Methods and Computers is offered to students who recognize the potential for their future success which a good understanding of the uses of electronic data processing will make.

The course work includes classroom lectures and practical experience consisting of laboratory work in the Computer Center. At the present Loyola University has a Control Data Corporation 3300 Computer with associated hardware, as well as an I.B.M. 1620.

## QUANTITATIVE METHODS AND COMPUTERS

| FRESHMAN | | SEM. HRS. | |
|---|---|---|---|
| En. 110 En. 111 | Freshman English | 3 | 3 |
| Mt. 257 Mt. 258 | Basic Analysis | 3 | 3 |
| Mt. 201 | Introduction to Linear Algebra | 3 | 0 |
| G.B. 102 | Business Report Writing | 0 | 3 |
| G.B. 105 | Behavioral Science | 0 | 3 |
| Acc. 105 Acc. 106 | Principles of Accounting | 3 | 3 |
| C.S. 121 122 | Computer Science I, II | 3 | 3 |
| | | 15 | 18 |

SOPHOMORE

| | | | |
|---|---|---|---|
| Theo/R.S.[1] | | 3 | 3 |
| Pl. 101 Mk. 205 | Intro. to Phil. Basic Marketing | 3 | 3 |
| Mt. 259 Mt. 260 | Intermediate Analysis | 3 | 3 |
| Cs. 221 Cs. 222 | Hardware Programming Concepts—Systems Analysis | 3 | 3 |
| Eco. 201 Eco. 202 | Principles of Economics | 3 | 3 |
| Acc. 203 Bus. El. | Managerial Accounting—Professional Business Elective | 3 | 3 |
| | | 18 | 18 |

JUNIOR

| | | | |
|---|---|---|---|
| Cs. 347 Cs. 348 | Numerical Methods in Statistical Analysis | 3 | 3 |
| Theo/R.S.[1] | | 3 | 3 |
| Pl. El. Pl. El. | Philosophy Electives | 3 | 3 |
| Prof. Electives Mg. 341 | Upper-division Professional Business Elective Collective Bargaining | 3 | 3 |
| Cs. 349 Cs. 350 | Intro. to Operations Research and Linear Programming[2] | 3 | 3 |
| | | 15 | 15 |

SENIOR

| | | | |
|---|---|---|---|
| B.L. 205 B.L. 206 | Business Law | 3 | 3 |
| Mg. 346 Mg. 338 | Executive Decision Making—Production Management | 3 | 3 |
| Fn. 307 Fn. 305 | Corporation Finance—Money and Banking | 3 | 3 |
| Prof. Electives Pl. El. | Upper-division Professional Business Electives Phil. elec. | 3 | 3 |
| Cs. 365 Cs. 322 | Management Information Systems—Simulation | 3 | 3 |
| | | 15 | 15 |

1. Non-Catholic students may select non-Business electives.
2. Cs. 347-348 may be substituted.
3. Cs. electives: Cs 361 Cs. 362 with consent of adviser.

# Program in Secretarial Administration

Secretarial Administration is a program created in response to the demands of businessmen, designed to prepare students for executive secretarial or administrative assistant positions.

## SECRETARIAL ADMINISTRATION

### Freshman

| | | | |
|---|---|---|---|
| En. 110 En. 111 | Freshman English | 3 | 3 |
| M.B.E. 110 M.B.A. 210 | Finite Mathematics—Continuous Mathematics | 3 | 3 |
| Acc. 105 Acc. 106 | Principles of Accounting | 3 | 3 |
| B.S. 105 B.S. 106[1] | Techniques of Typewriting | 2 | 2 |
| Pl. 101 D.S. 102 | Introduction to Philosophy Fundamentals of Speech | 3 | 3 |
| G.B. 105 G.B. 102 | Behavioral Science—Business Report Writing | 3 | 3 |
| | | 17 | 17 |

### Sophomore

| | | | |
|---|---|---|---|
| El | Non-Business electives | 3 | 3 |
| B.S. 205 | Advanced Typewriting | 0 | 2 |
| Eco. 201 Eco. 202 | Principles of Economics | 3 | 3 |
| Course 101 102[2] | Theo/R.S. | 3 | 3 |
| B.S. 201 B.S. 202[1] | Techniques of Shorthand | 3 | 3 |
| Mk. 205 Pl. El. | Basic Marketing—Philosophy elective | 3 | 3 |
| | | 15 | 17 |

### Junior

| | | | |
|---|---|---|---|
| Eco. 310 Eco. 311 | Economic Statistics | 3 | 3 |
| B.S. 309 B.S. 310 | Advanced Shorthand | 3 | 3 |
| Acc. 203 Prof. El. | Managerial Accounting—Upper division Professional Business Elective | 3 | 3 |
| | Theology/Rel. Stud. | 3 | 3 |
| Pl. El. | Philosophy Elective | 3 | |
| | | 15 | 15 |

### Senior

| | | | |
|---|---|---|---|
| G.B. 205 G.B. 206 | Legal Environment of Business | 3 | 3 |
| B.S. 315 B.S. 316 | Secretarial Procedures | 3 | 3 |
| Mg. 338 Mg. 346 | Production Management—Executive Decision Making | 3 | 3 |
| Prof. Electives | Upper-division professional electives | 3 | 3 |
| Fn. 305 Pl. El. | Money and Banking—Philosophy Elective | 3 | 3 |
| | | 15 | 15 |

1. Advanced standing may be granted to those who acquire proficiency before entering.
2. Non-Catholics may take non-Business electives.

# Associate Program in Secretarial Administration

The Associate Program in Secretarial Administration is created in response to the demands of businessmen and is designed to prepare students for secretarial positions leading to advancement to higher categories.

Admission requirements to this program are the same as those to the baccalaureate program. This program differs from the baccalaureate one only in the sense that it terminates after two years. The recipient will be granted a certificate indicating satisfactory accomplishment.

A person who pursues this program may proceed into the four year program with no academic disability nor the loss of any successfully passed course.

## ASSOCIATE PROGRAM IN SECRETARIAL ADMINISTRATION

| First Year | | | Sem. | Hrs. |
|---|---|---|---|---|
| Engl. 110 | 111 | Freshman English | 3 | 3 |
| M.B.E. | 110 | Finite Mathematics | | 3 |
| G.B. 105 | | Behavioral Science | 3 | |
| Acc. 105 | 106 | Principles of Accounting | 3 | 3 |
| B.S. 105 | 106 | Techniques of Typewriting | 2 | 2 |
| B.S. 201 | 202 | Techniques of Shorthand | 3 | 3 |
| Phil. 101 G.B. | 102 | Intro. to Phil.—Business Report Writing | 3 | 3 |
| | | | 17 | 17 |
| **Second Year** | | | | |
| Eco. 201 | 202 | Principles of Economics | 3 | 3 |
| M.B.E. 210 | | Continuous Math. | 3 | 0 |
| Electives[1] | | Theo. or R.S. | | 3 |
| B.S. 205 | | Advanced Typewriting | 2 | |
| B.S. 309 | 310 | Advanced Shorthand | 3 | 3 |
| Electives[1] | | Theo. or R.S. | | 3 |
| Acc. 203 | | Managerial Accounting | | 3 |
| B.S. 315 | | Secretarial Procedures | 3 | |
| Pl. El. | | Philosophy Elective | 3 | |
| | | | 17 | 15 |

1. Three hours in theology 100-level and three hours in theology 200-level should be scheduled by Catholic students. Non-Catholic students may substitute non-business electives.

# CITY COLLEGE

*Acting Dean:* John F. Sears, M.B.A.
*Associate Professors:* John Crowther, Anthony O'Flynn, S.J., Frank Stass
*Assistant Professors:* Reed Adams, Fred deFrancesch, Jay Fenerty, Elliote Harold, Paul Renaud, Francis Walker.
*Instructor:* Janice Mosier.

City College was established as the Evening Division in 1924. It was elevated to full college status in 1970. City College is a charter member of the Association of University Evening Colleges.

## ADMISSIONS PROCEDURES

See Admissions, p. 12 of this bulletin.

## ADMISSION ON PROBATION

As indicated in the section of this bulletin entitled GENERAL INFORMATION, a student may be admitted on probation. The terms and conditions of any such probation will be determined by the Dean of City College on an individual basis and communicated to the student.

## PLACEMENT AND ADVANCED STANDING

Credit for advanced standing against the specific requirements of degree programs will be determined by the Director of City College. Transfer students should not expect this determination to be made before receipt of the EVALUATION OF CREDITS from the OFFICE OF ADMISSIONS.

Advanced placement may be granted by the Dean of City College where such placement appears warranted by reference to the student's previous record. All such placement is initiated at the request of the individual student.

## PREREQUISITES FOR SPECIFIC COURSES

City College courses do not have specific prerequisites, however, where introductory or survey courses exist, those courses are required to be completed before any of the higher numbered courses may be scheduled. Lower division accounting, English, mathematics, and modern foreign language courses must be scheduled in sequence. Hyphenated courses need not be taken in sequence although it is strongly urged that this be done.

Students not enrolled in degree programs may register for courses without regard to the prerequisites subject to the approval of the instructor.

Any student who enrolls for courses for which he does not have the necessary prerequisites does so at his own peril as the instructor may insist that he withdraw from the class.

## REQUIREMENTS FOR DEGREE

All degrees are granted on the basis of 128 semester hours of applicable college work, fulfillment of the specific degree requirements as set forth below, a cumulative quality point average of at least 2.0, a q.p.a. of at least 2.0 in the field of concentration, and certification through either comprehensive examination or thesis in the field of concentration where applicable. A minimum of 30 semester hours, at least the last 30, must be spent in residence at Loyola University, the last twenty-four hours of which must be successfully completed in City College. A minmium of fifty percent of the courses in the field of concentration must be successfully completed at Loyola University.

No more than fifteen semester hours may be scheduled in any one semester without the authorization of the Dean; students on probation may schedule no more than nine.

*Bachelor of Commercial Science*—Eng. 101-102-201-202; History, or Political Science or Language 101-102; any 6 hours Mathematics; any 9 hours Philosophy 101-102 or 201-202; any 9 hours Theology; any 3 hours Drama-Speech; Accounting 105-106; Economics 106, 201, 202 and 210; Finance 305-307; General Business 105 and 202, Business Law 305-306; Management 205; Marketing 205; plus 44 hours of electives, 24 of which must be upper division business courses.

*Bachelor of Liberal Studies* (with concentration in Theology, Philosophy, History, English, Language)—English 101-102-201-202; History or political science 101-102-201-202; any 6 hours Mathematics except Business Math; Language 101-102-201-202; any 12 hours Philosophy; any 8 hours Science (Biology, Chemistry, or Physics); any 6 hours Drama-Speech; any 12 hours Theology; any 6 hours Fine Arts; plus 45 hours electives, 21 hours of which must be upper division Humanities courses.

*Bachelor of Social Studies* (with concentration in History, Political Science, Sociology, or Psychology)—English 101-102-201-202; History or Political Science 101-102-201-202; any 6 hours mathematics except Business Math; any 9 hours Philosophy; any 8 hours Science (Biology, Chemistry, or Physics); any 3 hours Drama-Speech; any 9 hours Theology; any 6 hours Fine Arts; Psychology 101 plus any 200 level course; Sociology 101 plus any 200 level course; plus 45 hours electives, 21 hours of which must be upper division Social Science courses.

*Bachelor of Police Science*—English 101-102-201-202; History 101-102 or 201-202; Political Science 101-102; any 6 hours Mathematics except Business Math; any 9 hours Philosophy; any 8 hours Science (Biology, Chemistry or Physics); any 12 lower division hours in Behavioral Science (Psychology or Sociology); any 6 hours Drama-Speech; any 9 hours Theology; plus 54 hours electives, 21 of which must be upper division Police Science courses.

## CERTIFICATE PROGRAMS

In addition to the degree programs listed above, City College offers a

## CERTIFICATE OF LIBERAL STUDIES.

Any student who successfully completes sixty-four semester hours of college work may apply to the Dean of City College for said certificate. At least the

last thirty-two semester hours must be completed in residence at Loyola University in order for the student to qualify. The hours in residence may be either credit, non-credit, or a combination of both.

## CHANGE OF STATUS

*Field of Concentration*

Any student may, upon application to the Dean of City College, change his field of concentration. The student will bear the risk of any non-applicable courses.

*Non-Credit to Credit*

A non-credit student may apply to the OFFICE OF ADMISSIONS to have his status changed to that of a credit student. No credit will be allowed for courses previously scheduled as non-credit.

*Unclassified Students*

An unclassified student who decides to begin working toward a degree may apply to the Dean of City College to have his status changed so that he is enrolled in a degree program. At this time the student will be assigned an advisor to assist him in fulfilling the requirements of a degree.

## STUDENT ACTIVITIES

*Student Council:* The City College student body chooses representatives to the Student Council.

*City College Student Union:* A committee of the Loyola Student Union, this group brings to City College students a well-rounded program of cultural and social activities.

*Flaming Shield:* An honor and service fraternity limited to Police Officers enrolled in the Criminology program. Membership is by invitation only.

*Cross Keys:* A national honor and service fraternity open to both men and women. Membership is by invitation only.

# COLLEGE OF MUSIC

*Dean:* Joe B. Buttram. Ph.D.
*Professors:* Joe Buttram, Elise Cambon, Michael Carubba.
*Associate Professors:* James Bastien, Charles Braswell, Patrick McCarty.
*Assistant Professors:* Arthur Cosenza, Mel Ivey, George Jansen, Sherman VanderArk.
*Instructors:* Christine Christman, Joseph Hebert, Esther Olin.

The College, founded in 1932, is accredited by the National Council for Accreditation of Teacher Education and the Southern Association of Colleges and Schools. It holds membership in the National Association of Schools of

Music, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools and the National Association for Music Therapy.

The New Orleans Conservatory of Music and Dramatic Art was founded in 1919 by Dr. Ernest E. Schuyten, who realized the need for a professional school in the city of New Orleans. Dr. Schuyten was aided and supported in his undertaking by a number of leading teachers of New Orleans. In September, 1932, the Director of the New Orleans Conservatory of Music and Dramatic Art was appointed by Loyola University to found the College of Music and become its first Dean. The New Orleans Conservatory then became the Loyola University College of Music.

The College of Music at Loyola offers the opportunity to combine liberal arts studies with professional music courses in the only College of Music conducted by the Jesuit Fathers in the United States. Historically, New Orleans offers an abundance of cultural opportunities. The city supports an opera company, a major symphony orchestra, a professional choir and numerous smaller professional organizations. Traditionally, students from Loyola have played an important role in the life of the city. Students study and work in close proximity with professional singers, players, and conductors.

The College of Music is a member of the National Association of Schools of Music and all programs are in accordance with the regulations set forth by this organization. The curricula in music education fulfill requirements for various types of teacher certification in the State of Louisiana. The Department of Music Therapy is a fully accredited member of the National Association for Music Therapy.

In addition to university entrance procedure, the College of Music requires entrance examinations of all incoming freshmen. Students not meeting minimum standards will be placed in preparatory courses without credit until these standards are attained. Requirements concerning scholastic standing, residence and graduation are the same as general university requirements. For additional information contact the Dean, College of Music.

## PERFORMANCE STANDARDS

Every candidate for a music degree, regardless of major, must display a minimum proficiency in piano. An examination to determine such proficiency is ordinarily given at the end of the sophomore year. Students not meeting requirements by this time must continue to elect piano *at their own expense* until the required standards are met.

A satisfactory level of performing ability on the major instrument is required of all students before they are allowed to enroll for junior or senior level applied music. This ability may be determined by members of the department concerned, or by audition in the case of a transfer student.

A variety of more specific proficiencies are stipulated by individual degree programs and departments. Students are requested to consult their advisers concerning these requirements.

## DEGREE PROGRAMS

The College of Music offers programs leading to the degree of Bachelor of Music with the following as majors:

| | |
|---|---|
| Composition | Instrumental |
| Voice | Organ |
| Piano | Piano Pedagogy |

Music Therapy

Curricula having Voice, Composition, Piano, Organ, Piano Pedagogy and Instrumental Music as majors are designed for students who wish to become performers, accompanists, composers or conductors. These curricula are also designed for students planning graduate study leading to a college or university teaching career.

The major in Music Therapy is a professional degree designed for students who wish to work with the mentally ill, physically handicapped, and exceptional children.

Programs leading to the degree of Bachelor of Music Education with the following as majors:

Voice Piano Instrumental

Course work leading to the degree of Master of Music Education with the following as majors:

Voice Piano Instrumental

Course work leading to the degree of Master of Music Therapy with the following as majors:

Voice Piano Instrumental

The Bachelor of Music Education curricula are designed to fulfill requirements for teacher certification at the secondary level in the State of Louisiana. Courses in these programs have been planned so that they may be taken in preparation for graduate study leading to a teaching career on the college or university level.

Requirements for graduate programs are given in the *Graduate Bulletin.*

## ORGANIZATIONS

*University Chorale*

A select choral organization open to all university students by audition.

*University Band*

Membership in the University Concert Band is open to all university students by audition.

*University Grand Chorus*

A large choral organization specializing in large choral works with orchestral accompaniment. Open to all university students.

*Opera Workshop*

This class concentrates on music, text and stage direction simultaneously. In addition to learning the staging of their own parts in scenes or complete operas, the students are instructed in the techniques of operatic stage deportment applicable to any role. Emphasis is placed on opera that is good theatre.

*Madrigal Singers*

A small group of select singers specializing in the repertoire and performance of Renaissance and Baroque literature. Open by audition to all university students with a basic knowledge of music and vocal ability.

*Brass Ensemble*

A group specializing in performance of fine literature for brass ranging from early Baroque music to the most modern compositions. Open to all university students by audition.

*Woodwind Ensemble*

A program open to woodwind players who have the required qualifications. Study and performance of standard and modern literature.

*Stage Band*

The stage band offers interested musicians an opportunity to perform music in the popular and jazz idioms. Study of arranging and techniques of improvisation. Open to university students by audition.

*Loyola Ballet*

Open to university students who have the required training and ability. Rehearsals are held on weekends in preparation for winter performance with the Loyola Concert Band.

*Phi Beta*

Phi Beta, National Professional Fraternity of Music and Speech, was founded in 1912 at Northwestern University, Epsilon Chapter was installed at Loyola University in 1938.

The purpose of the fraternity is to promote the best in music and speech and to develop professional ability in these two arts.

*Alpha Mu*

National Professional Music Therapy Fraternity. Membership is open to music therapy majors and other students at Loyola who are interested in the advancement of music therapy. Second semester freshmen and upper classmen are eligible for membership. Alpha Mu is dedicated to the promotion of fraternal spirit among students and to the professional advancement of music therapy through lectures, hospital (institutional) observation and volunteer activities in which music students are invited to participate.

*Other Organizations*

Students of the College of Music are eligible for membership in the Student Council, Alpha Sigma Nu, Blue Key, Alpha Pi Omicron, Lambda Sigma Lamba, Cardinal Key, Kappa Delta Pi, and other social fraternities.

## AWARDS

*Werlein Awards*

These awards are given by Mr. Philip Werlein of Werlein Music Company to students who have done outstanding work in their respective departments.

*Music Award*

The Music Award is awarded each year to the outstanding graduating senior who in the judgment of the faculty excelled in music and scholarship.

*Dean's List*

Students with the highest average and those who demonstrate special interest, cooperation and leadership are placed on the Dean's List and are eligible for an award.

## BACHELOR OF MUSIC EDUCATION—INSTRUMENTAL

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 121 | 122 | Piano Class | 2 | 2 |
| Mu | 125 | 126 | Major Instrument | 2 | 2 |
| Mu | 161 | 162 | Strings | 1 | 1 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ma | | | Math | 3 | 3 |
| | | | | 19 | 19 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 221 | 222 | Piano | 2 | 2 |
| Mu | 225 | 226 | Major Instrument | 2 | 2 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| Mu | 261 | 262 | Brass & Percussion | 2 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ch/Bio | | | Chemistry/Biology | 4 | 4 |
| Ed. | | | Introduction to Education | 3 | 0 |
| | | | | 21 | 20 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 325 | 326 | Major Instrument | 2 | 2 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 361 | 362 | Woodwinds | 2 | 2 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 366 | Instrumental Conducting | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Ed | | 302 | Adolescent Psychology | 0 | 3 |
| Ed | 364 | | Psych. Teach Music in Sec. Schools | 3 | 0 |
| Hs | | | History | 0 | 3 |
| PEd | | | Physical Education | 2 | 2 |
| Ph | | | Physics | 4 | 0 |
| | | | | 19 | 18 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | | 410 | Senior Recital | 0 | 0 |
| Mu | 315 | | Instrumentation | 2 | 0 |
| Mu | | 316 | Band Scoring | 0 | 2 |
| Mu | 495 | | Band | 1 | 0 |
| Ed | 351 | | Educational Methods | 3 | 0 |
| Ed | | 350 | Student Teaching | 0 | 6 |
| Pl | | | Philosophy | 3 | 3 |
| Ec | | | Economics | 3 | 0 |
| Th | | | Theology | 3 | 0 |
| So | | | Sociology | 3 | 0 |
| | | | | 18 | 11 |

## BACHELOR OF MUSIC EDUCATION—VOCAL

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 121 | 122 | Piano Class | 2 | 2 |
| Mu | 127 | 128 | Voice | 3 | 3 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ma | | | Math | 3 | 3 |
| RS/PL | 395 | 396 | Music as Value I & II | 3 | 3 |
| | | | | 19 | 19 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 221 | 222 | Piano Class | 2 | 2 |
| Mu | 227 | 228 | Voice | 3 | 3 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ch | | | Chemistry | 4 | 0 |
| Bl | | | Biology | 0 | 4 |
| | | | | 20 | 22 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 325 | 326 | Piano | 2 | 2 |
| Mu | 327 | 328 | Voice | 3 | 3 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 368 | Choral Conducting | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Hs | | | History | 0 | 3 |
| Ped | | | Physical Education | 2 | 2 |
| Ph | | | Physics | 4 | 0 |
| Ed | | 302 | Adolescent Psy | 0 | 3 |
| Ed | 364 | | Psych. Teach. Music in Sec. Schools | 3 | 0 |
| | | | | 20 | 19 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 410 | | Senior Recital | 0 | 0 |
| Eco | | | Economics | 3 | 0 |
| Ed | | 350 | Student teaching | 0 | 6 |
| Ed | 351 | | Educational Methods | 3 | 0 |
| Pl | | | Philosophy/Theology (or elective) | 3 | 3 |
| Hs | | | History | 3 | 0 |
| Sl | | | Sociology | 3 | 0 |
| | | | | 18 | 11 |

## BACHELOR OF MUSIC EDUCATION—PIANO*

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 127 | 128 | Major Instrument | 3 | 3 |
| Mu | 127 | 128 | Voice | 3 | 3 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ma | | | Mathematics | 3 | 3 |
| RS/PL | 395 | 396 | Music as Value I & II | 3 | 3 |
| | | | | 20 | 20 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 227 | 228 | Piano | 3 | 3 |
| Mu | 227 | 228 | Voice | 3 | 3 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| En | | | English | 3 | 3 |
| Ch/Bio | | | Chemistry/Biology | 4 | 4 |
| Ed | | | Introduction to Education | 3 | 0 |
| | | | | 21 | 20 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 327 | 328 | Piano | 3 | 3 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 368 | Choral Conducting | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Ed | 364 | | Psych. Teach. Music in Sec. School | 3 | 0 |
| Ed | | 302 | Adolescent Psychology | 0 | 3 |
| Ph | | | Physics | 4 | 0 |
| Ec | | | Economics | 0 | 3 |
| PEd | | | Physical Education | 2 | 2 |
| Hs | | | History | 0 | 3 |
| | | | | 18 | 20 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | 315 | 316 | Orchestration I & II | 2 | 2 |
| Mu | 341 | | Piano Literature & Pedagogy | 3 | 0 |
| Mu | | | Ensemble | 1 | 0 |
| Ed | | 350 | Student Teaching | 0 | 6 |
| Ed | 351 | | Education Methods | 3 | 0 |
| Pl | | | Philosophy/Theology (or elective) | 3 | 3 |
| So | | | Sociology | 3 | 0 |
| Hs | | | History | 3 | 0 |
| | | | | 18 | 11 |

*Certification in Piano and Voice; student teaching to be done in choral music.

## BACHELOR OF MUSIC EDUCATION— INSTRUMENTAL AND VOCAL MUSIC*

| First Year | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 121 | 122 | Piano Class | 2 | 2 |
| Mu | 125 | 126 | Major Instrument I | 2 | 2 |
| Mu | 161 | 162 | Strings | 1 | 1 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ma | | | Math | 3 | 3 |
| RS/PL | 395 | 396 | Music as Value I & II | 3 | 3 |
| | | | | 19 | 19 |

| Second Year | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 221 | 222 | Piano Class | 2 | 2 |
| Mu | 225 | 226 | Major Instrument I | 2 | 2 |
| Mu | 125 | 126 | Voice | 2 | 2 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Ch/Bio | | | Chemistry/Biology | 4 | 4 |
| | | | | 18 | 20 |

| Third Year | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 225 | 226 | Voice | 2 | 2 |
| Mu | 325 | 326 | Major Instrument I | 2 | 2 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 261 | 262 | Brass & Percussion | 2 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Ed | | | Introduction to Education | 3 | 0 |
| So | | | Sociology | 3 | 0 |
| Ph | | | Physics | 0 | 4 |
| PEd | | | Physical Education | 2 | 2 |
| | | | | 18 | 16 |

| Fourth Year | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | 325 | 326 | Voice | 2 | 2 |
| Mu | 427 | 428 | Major Instrument I | 3 | 3 |
| Mu | 361 | 362 | Woodwinds | 2 | 2 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | | Instrumental or Vocal Conducting | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Ec | | | Economics | 1 | 3 |
| Ed | | 302 | Adolescent Psychology | 0 | 3 |
| Ed | 364 | | Psych. Teach. Music in Sec. Schools | 3 | 0 |
| Hs | | | History | 3 | 0 |
| | | | | 16 | 16 |

| Fifth Year | | | | F | S |
|---|---|---|---|---|---|
| Mu | 315 | 316 | Orchestration I & II | 2 | 2 |
| Mu | 425 | | Voice | 2 | 0 |
| Mu | | | Ensemble | 1 | 0 |
| Ed | 351 | | Educational Methods | 3 | 0 |
| Ed | | 350 | Student Teaching | 0 | 6 |
| Pl/Th | | | Philosophy/Theology (or elective) | 3 | 3 |
| Hs | | | History | 3 | 0 |
| | | | | 14 | 11 |

*A five year course, certification in instrumental and vocal music.

## BACHELOR OF MUSIC—INSTRUMENTAL

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 121 | 122 | Piano Class | 2 | 2 |
| Mu | 127 | 128 | Major Instrument | 3 | 3 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| RS/PL | 395 | 396 | Music as Value I & II | 3 | 3 |
| | | | | 16 | 16 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 221 | 222 | Piano Class | 2 | 2 |
| Mu | 227 | 228 | Major Instrument | 3 | 3 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| Pl | | | Philosophy | 3 | 3 |
| | | | | 16 | 18 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | | 310 | Junior Recital | 0 | 0 |
| Mu | 311 | 312 | Counterpoint I & II | 2 | 2 |
| Mu | 327 | 328 | Major Instrument | 3 | 3 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 366 | Instrumental Conducting | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Th | | | Theology (or elective) | 3 | 3 |
| | | | Non-Music Electives | 3 | 3 |
| | | | | 17 | 17 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | | 410 | Senior Recital | | 0 |
| Mu | 411 | 417 | Form & Analysis I & II | 2 | 2 |
| Mu | 315 | 316 | Orchestration I & II | 2 | 2 |
| Mu | 427 | 428 | Major Instrument | 3 | 3 |
| Mu | 437 | | Pre-Baroque History | 2 | |
| Mu | | 438 | Contemporary History | | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Pl/Th | | | Philosophy/Theology (or elective) | 3 | 3 |
| | | | Non-Music electives | 3 | 3 |
| | | | | 16 | 16 |

## BACHELOR OF MUSIC—VOICE

### Freshman

| | | | | F | S |
|---|---|---|---|---|---|
| Mu | 103 | | Italian Diction | 1 | 0 |
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 121 | 122 | Piano Class | 2 | 2 |
| Mu | 127 | 128 | Voice | 3 | 3 |
| Mu | 185 | 186 | Opera Workshop | 1 | 1 |
| Mu | | | Chorus | 1 | 1 |
| En | | | English | 3 | 3 |
| RS/Pl | 395 | 396 | Music as Value I & II | 3 | 3 |
| | | | | 18 | 17 |

### Sophomore

| | | | | F | S |
|---|---|---|---|---|---|
| Mu | 104 | | French Diction | 1 | 0 |
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 221 | 222 | Piano Class | 2 | 2 |
| Mu | 227 | 228 | Voice | 3 | 3 |
| Mu | | 238 | Intro. to Music Lit. | 0 | 2 |
| Mu | 285 | 286 | Opera Workshop | 1 | 1 |
| Mu | | | Chorus | 1 | 1 |
| *La | | | Language | 3 | 3 |
| En | | | English | 3 | 3 |
| | | | | 18 | 19 |

### Junior

| | | | | F | S |
|---|---|---|---|---|---|
| Mu | 105 | | German Diction | 1 | 0 |
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 310 | | Junior Recital | 0 | 0 |
| Mu | 311 | | Counterpoint I | 2 | 0 |
| Mu | 327 | 328 | Voice | 3 | 3 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 385 | 386 | Opera Workshop | 1 | 1 |
| Mu | | | Chorus | 1 | 1 |
| La | | | Language | 3 | 3 |
| Pl | | | Philosophy | 3 | 3 |
| Th | | | Theology (or elective) | 0 | 3 |
| | | | | 17 | 17 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | 410 | | Senior Recital | 0 | 0 |
| Mu | 411 | | Form & Analysis I | 2 | 0 |
| Mu | 427 | 428 | Voice | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 368 | Choral Conducting | 0 | 2 |
| Mu | 485 | 486 | Opera Workshop | 1 | 1 |
| Mu | | | Chorus | 1 | 1 |
| Th | | | Theology (or elective) | 3 | 3 |
| Pl | | | Philosophy | 0 | 3 |
| | | | Non Music electives | 3 | 0 |
| | | | | 15 | 13 |

*Two years of language other than Spanish is required in addition to the diction classes in Italian, French, and German.

## BACHELOR OF MUSIC—PIANO, ORGAN*

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I-II | 4 | 4 |
| Mu | 127 | 128 | Major Instrument | 3 | 3 |
| Mu | | | Chorus | 1 | 1 |
| En | | | English | 3 | 3 |
| RS/PL | 395 | 396 | Music as Value | 3 | 3 |
| | | | Non-Music electives | 3 | 3 |
| | | | | 17 | 17 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III-IV | 4 | 4 |
| Mu | 227 | 228 | Major Instrument | 3 | 3 |
| Mu | | | Chorus | 1 | 1 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| En | | | English | 3 | 3 |
| Pl | | | Philosophy | 3 | 3 |
| Th | | | Theology (or elective) | 3 | 0 |
| | | | | 17 | 16 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | | 310 | Junior Recital | 0 | 0 |
| Mu | 311 | 312 | Counterpoint I-II | 2 | 2 |
| Mu | 327 | 328 | Major Instrument | 3 | 3 |
| Mu | 337 | 338 | Music History I-II | 3 | 3 |
| Mu | 341 | 342 | Piano Literature & Pedagogy | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 368 | Choral Conducting | 0 | 2 |
| Mu | | | Chorus | 1 | 1 |
| Pl/Th | | | Philosophy/Theology (or elective) | 3 | 3 |
| | | | | 17 | 17 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | | 410 | Senior Recital | 0 | 0 |
| Mu | 411 | 412 | Form & Analysis I & II | 2 | 2 |
| Mu | 427 | 428 | Major Instrument | 3 | 3 |
| Mu | 437 | | Pre-Baroque History | 2 | 0 |
| Mu | | 438 | Contemporary History | 0 | 2 |
| Mu | 441 | | Piano Literature & Pedagogy | 3 | 0 |
| Mu | | | Chorus | 1 | 1 |
| | | | Elective | 3 | 6 |
| | | | | 16 | 16 |

*Organ majors substitute organ literature and pedagogy for piano literature and pedagogy. 6 sem. hrs. required.

## BACHELOR OF MUSIC—PIANO PEDAGOGY

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 127 | 128 | Major Instrument | 3 | 3 |
| Mu | | | Chorus | 1 | 1 |
| En | | | English | 3 | 3 |
| RS/Pl | 395 | 396 | Music as Value I & II | 3 | 3 |
| | | | Non-Music electives | 3 | 3 |
| | | | | 17 | 17 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | 227 | 228 | Major Instrument | 3 | 3 |
| Mu | | | Chorus | 1 | 1 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| En | | | English | 3 | 3 |
| Pl | | | Philosophy | 3 | 3 |
| Th | | | Theology (or Elective) | 3 | 0 |
| | | | | 17 | 16 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 311 | 312 | Counterpoint I & II | 2 | 2 |
| Mu | 327 | 328 | Major Instrument | 3 | 3 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 341 | 342 | Piano Literature & Pedagogy | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 368 | Choral Conducting | 0 | 2 |
| Mu | | | Chorus | 3 | 3 |
| Pl/Th | | | Philosophy/Theology (or elective) | 3 | 3 |
| | | | | 19 | 19 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | | 410 | Senior Recital | 0 | 0 |
| Mu | 411 | 412 | Form & Analysis I & II | 2 | 2 |
| Mu | 427 | 428 | Major Instrument | 3 | 3 |
| Mu | 437 | | Pre-Baroque History | 2 | 0 |
| Mu | | 438 | Contemporary History | 0 | 2 |
| Mu | 443 | 444 | Pedagogy Practice | 2 | 2 |
| Mu | | | Chorus | 1 | 1 |
| Mu | | | Music Electives | 2 | 2 |
| Th | | | Theology (or elective) | 3 | 0 |
| | | | Non-Music electives | 3 | 3 |
| | | | | 18 | 15 |

# BACHELOR OF MUSIC—THEORY & COMPOSITION

## Freshman

| | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 111 | 112 | Theory I-II | 4 | 4 |
| Mu | 125 | 126 | Major Instrument | 2 | 2 |
| Mu | | | Minor Instrument | 3 | 3 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| RS/Pl | 395 | 396 | Music as Value I & II | 3 | 3 |
| Th/Pl | | | Theology/Philosophy (or elective) | 3 | 3 |
| | | | | 19 | 19 |

## Sophomore

| | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 211 | 212 | Theory III-IV | 4 | 4 |
| Mu | 213 | 214 | Composition Essen. | 2 | 2 |
| Mu | 225 | 226 | Major Instrument | 2 | 2 |
| Mu | | | Minor Instrument | 4 | 4 |
| Mu | | 238 | Intro. to Music Lit. | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| En | | | English | 3 | 3 |
| | | | | 16 | 18 |

## Junior

| | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | | 310 | Junior Recital | 0 | 0 |
| Mu | 311 | 312 | Counterpoint I-II | 2 | 2 |
| Mu | 313 | 314 | Composition | 2 | 2 |
| Mu | 315 | 316 | Orchestration I & II | 2 | 2 |
| Mu | 325 | 326 | Major Instrument | 2 | 2 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 365 | | Essential of Conduct. | 2 | 0 |
| Mu | | | Instrumental, or Choral conducting | 0 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Pl | | | Philosophy | 3 | 3 |
| | | | | 17 | 17 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | | 410 | Senior Recital* | 0 | 0 |
| Mu | 411 | 412 | Form & Analysis I & II | 2 | 2 |
| Mu | 413 | 414 | Composition | 3 | 3 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 425 | 426 | Major Instrument | 2 | 2 |
| Th | | | Theology (or elective) | 3 | 3 |
| | | | Non-Music electives | 3 | 3 |
| | | | | 13 | 13 |

*A recital or original works may be substituted for the recital in applied music.

## BACHELOR OF MUSIC—MUSIC THERAPY

| Freshman | | | | F | S |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 125 | 126 | Major Instrument | 2 | 2 |
| Mu | 121 | 122 | Piano | 2 | 2 |
| Mu | 161 | 162 | Strings | 1 | 1 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 151 | | Introduction to Music Therapy | 1 | 0 |
| En | | | English | 3 | 3 |
| Pl | | | Philosophy | 3 | 0 |
| So | | | Introduction to Sociology | 0 | 3 |
| | | | | 17 | 19 |

| Sophomore | | | | F | S |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 225 | 226 | Major Instrument | 2 | 2 |
| Mu | 221 | 222 | Piano | 2 | 2 |
| Mu | 261 | 262 | Brass & Percussion | 2 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 211 | | Theory III | 4 | 0 |
| Mu | | 238 | Introduction to Music Literature | 0 | 2 |
| Mu | | | Psychological Evaluation | 0 | 0 |
| En | | | English | 3 | 3 |
| Mu | 251 | 252 | Pre-Clinical | 0 | 0 |
| Mu | | | Theory electives | 0 | 4 |
| Psy | | | Introduction to Psychology | 3 | 0 |
| So | | | Sociology electives | 3 | 3 |
| | | | | 20 | 19 |

| Junior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 325 | 326 | Major Instrument | 2 | 2 |
| Mu | 323 | 324 | Guitar | 1 | 1 |
| Mu | 361 | 362 | Woodwinds | 2 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | 368 | Choral Conducting | 0 | 2 |
| Ed | 302 | | Adolescent Psych. | 3 | 0 |
| Psych | | 336 | Abnormal Psychology | 0 | 3 |
| Bio | | | Biology Elective | 0 | 4 |
| Bio | | | Cultural Biology | 4 | 0 |
| | | | | 18 | 18 |

| Senior | | | | F | S |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | 351 | | Hospital Techniques | 2 | 0 |
| Mu | 453 | | Music & Behavior I | 3 | 0 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | | 452 | Psychology of Music I | 0 | 3 |
| Mu | | 454 | Hospital Orientation | 0 | 2 |
| Mu | | 456 | Clinical Training | 0 | 1 |
| Ped | | | Physical Education | 1 | 1 |
| Th/Pl | | | Theology/Philosophy (or elective) | 3 | 3 |
| | | | Electives (statistics preferred) | 4 | 4 |
| | | | | 14 | 15 |

## BACHELOR OF MUSIC—MUSIC THERAPY
(Certification: Music Education)

| Freshman | | | | | |
|---|---|---|---|---|---|
| Mu | 107 | 108 | Recital | 0 | 0 |
| Mu | 125 | 126 | Major Instrument | 2 | 2 |
| Mu | 121 | 122 | Piano | 2 | 2 |
| Mu | 161 | 162 | String Class | 1 | 1 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 111 | 112 | Theory I & II | 4 | 4 |
| Mu | 151 | | Introduction to Music Therapy | 1 | 0 |
| En | | | English | 3 | 3 |
| RS/Pl | 395 | 396 | Music as Value I & II | 3 | 3 |
| Ed | | | Intro to Education | 3 | 0 |
| Hs | | | U. S. History | 0 | 3 |
| Math | | | Mathematics | 3 | 3 |
| | | | | 23 | 22 |

SOPHOMORE

| | | | | | |
|---|---|---|---|---|---|
| Mu | 207 | 208 | Recital | 0 | 0 |
| Mu | 225 | 226 | Major Instrument | 2 | 2 |
| Mu | 221 | 222 | Piano | 2 | 2 |
| Mu | 261 | 262 | Brass & Percussion | 2 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 211 | 212 | Theory III & IV | 4 | 4 |
| Mu | | 238 | Intro to Music Lit | 0 | 2 |
| Mu | | | Psychological Evaluation | | 0 |
| Mu | 251 | 252 | Pre-Clinical | 0 | 0 |
| En | | | English | 3 | 3 |
| PEd | | | Physical Education | 2 | 2 |
| Psy | | | Introduction to Psychology | 3 | 0 |
| Bio | | | Cultural Biology | 4 | 0 |
| | | | | 23 | 22 |

JUNIOR

| | | | | | |
|---|---|---|---|---|---|
| Mu | 307 | 308 | Recital | 0 | 0 |
| Mu | 325 | 326 | Major Instrument | 2 | 2 |
| Mu | 323 | 324 | Guitar Class | 1 | 1 |
| Mu | 361 | 362 | Woodwind Class | 2 | 2 |
| Mu | | | Ensemble | 1 | 1 |
| Mu | 337 | 338 | Music History I & II | 3 | 3 |
| Mu | 365 | | Essentials of Conducting | 2 | 0 |
| Mu | | | Choral or Instr. Conducting | 0 | 2 |
| Mu | 315 | 316 | Orchestration I & II | 2 | 2 |
| Ed | 302 | | Adolescent Psychology | 3 | 0 |
| Ed | | 364 | Psych. of Music Teaching | 0 | 3 |
| Psych | | | Abnormal Psychology | 3 | 0 |
| Soc | | | Introduction to Sociology | 0 | 3 |
| Bio | | | Biology elective | 0 | 4 |
| | | | | 19 | 23 |

SENIOR

| | | | | | |
|---|---|---|---|---|---|
| Mu | 407 | 408 | Recital | 0 | 0 |
| Mu | 351 | | Hospital Techniques | 2 | 0 |
| Mu | 453 | | Music & Behavior I | 3 | 0 |
| Mu | | | Ensemble | 1 | 0 |
| Ed | | 350 | Student Teaching | 0 | 6 |
| Mu | | 454 | Hospital Orientation | 0 | 2 |
| Mu | | 456 | Clinical Training | 0 | 1 |
| Soc | | | Sociology Electives | 3 | 0 |
| Th/Pl | | | Theology/Philosophy (or elective) | 3 | 3 |
| Soc | | | Sociology electives | 3 | 0 |
| Ed | 351 | | Educational Methods | 3 | 0 |
| | | | Electives (statistics preferred) | 4 | 4 |
| | | | | 22 | 16 |

# THE SUMMER SESSION

*Director:* John Mosier, Ph.D.

The University has offered summer work on a regular basis since June 13, 1924. Currently it offers instruction in all areas of Arts and Sciences, in the Colleges of Business and Music, and in City College. Work can also be done in graduate studies and in Law, while special programs in Communications, Drama, International Studies, and Journalism are offered. For several years the University has sponsored NSF-SSTP and

SCOPE-Upward Bound programs for secondary school students. A bulletin detailing all of the above programs is published in March of each year. In general, two terms are offered, a six week and a five week session. All summer work is accepted towards a regular degree, and degrees are actually awarded in August. Campus housing is available, but not financial aid.

## ELIGIBILITY

All students currently enrolled in the University, all students who are in good standing at other universities, and all entering freshmen are eligible to attend the summer session. Undergraduate students not currently enrolled at Loyola should write directly to the Director of Admissions for applications and information. Students desirous of doing graduate or professional work should write to the Chairman of the Graduate Council, or to the Dean of the Law School.

## REGULATIONS

All the general rules of the University apply, as described in this bulletin, with the following exception: a student may schedule no more than six hours a session (or seven, if one course is a laboratory science course) without the written permission of his dean, and only then if has a cumulative average of 3.0 or better. Loyola students are reminded that they may only do summer work elsewhere if they are in good standing and have the written permission of their adviser and their dean.

# COURSES OF STUDY

## Accounting

### Acc. 105–106—Principles of Accounting

A basic course in accounting designed to familiarize all students registered in the College of Business Administration with the fundamental accounting principles and practices and with a background to business through accounting. Emphasis is placed on the modern concepts of "how" accounting is used in the business world plus an introduction of cost and managerial accounting. Laboratory drills will be devoted to problem solving. Practice sets are optional. 6 sem. hrs.

### Acc. 203—Managerial Accounting

This is a one semester terminal course designed especially for business administration students who have selected a program of study other than accounting. As a further preparation for his business career, using the fundamentals of accounting, the student is introduced to the uses of accounting data in the planning and control functions of management. Coordination of opening and capital budgets are a few of the concepts of management that will be covered. Prerequisite: Acc. 105–106 or equivalent. 3 sem. hrs.

### Acc. 205–206—Intermediate Accounting

This course is designed to develop an understanding of modern accounting standards and concepts, acceptable form and techniques in the preparation of accounting statements. Detailed accounts are considered in both financial and income-determination statements. Special problems in corporate accounting, statement analysis, use of funds and cash flow are considered. Prerequisite: Acc. 105–106 or its equivalent. 6 sem. hrs.

### Acc. 305–306—Advanced Accounting

Principles and problems of advanced accounting relating to partnerships (including liquidation by installments), joint ventures, home-office and branch accounting, consolidated financial statements, corporate mergers and capital readjustments, foreign exchange, receiverships, fiduciary and fund accounting are covered. Prerequisite: Acc. 205–206 or its equivalent. 6 sem. hrs.

### Acc. 314—Federal Tax Accounting I

This course introduces the student to the complexities of the Revenue Code, Regulations, Revenue Rulings, and related court decisions as they apply to individuals. The mechanics of preparing federal income tax returns for individuals are covered. Tax planning is introduced. Prerequisite: Acc. 105-106, 205 or special permission of chairman of Acct. Dept. 3 sem. hrs.

### Acc. 315—Federal Tax Accounting II

This course deals with the requirements and mechanics of preparing federal income tax returns of partnerships, corporations, estates, and trusts. It also covers federal

estate tax and gift tax returns. Tax planning is developed and tax research methods are introduced. Prerequisite: Acc. 314 or equivalent. 3 sem. hrs.

### Acc. 317—Cost Accounting I

This course is primarily designed to emphasize use of basic cost accounting theories and concepts of factory cost finding under job order, process, and standard cost systems. It embraces a study of control and analyses of materials, labor, and factory overhead, and introduces a system of assembling data for prompt transmittal and remedial action needed to serve management. Prerequisite: Acc. 205–206 or its equivalent. 3 sem. hrs.

### Acc. 318—Cost Accounting II

This course approaches cost accounting from the viewpoint of the managerial recipient (consumer) of internal accounting information. Concepts of the motivational relationship between standards and performances, on distribution cost analysis, and on profit variance analysis are a few of the concepts covered. Accounting data used for the processing and reporting of a firm's historical and projected microeconomic data assist management in planning future policies and operation, in making decisions, and in controlling and analyzing the costs and profits. Additional attention is given to the establishment of standards of evaluating the profit performance of organizational divisions, capital expenditures, sales emphasis, customer selection and product pricing. Prerequisite: Acc. 317. 3 sem. hrs.

### Acc. 320—Accounting Theory

This course is designed to reinforce the advanced student's understanding of the theory upon which the practice of accounting rests. It examines the publications and pronouncements of the A.I.C.P.A., particularly their Accounting Research Studies, the Accounting Terminology Bulletins, and the opinions of the Accounting Principles Board. This course is intended to prepare students for an important part of the CPA exam.

### Acc. 323—Auditing Principles

This course acquaints the student with the procedures of conducting a general audit. Emphasis is placed upon the standards, philosophy, ethics and responsibilities of the independent Certified Public Accountant in conducting an audit and upon the role and importance of internal control. Prerequisite: Acc. 205–206 or equivalent. 3 sem. hrs.

### Acc. 324—Auditing Practices

This course is designed to provide the opportunity for application of the concepts developed in Acc. 323. The student is required to prepare audio programs, to solve assigned contemporary problems, and to prepare a complete set of audit working papers and the report and statements that normally result from a general audit. Prerequisite: Acc. 323 or equivalent.

3 sem. hrs.

### Acc. 340—Integrated E.D.P. and Information Systems

The major emphasis is directed toward computer programming (Fortran). Other concepts of integrated data processing, accounting information systems, problems inherent in development of systems, electronic data processing systems are also developed. Prerequisite: Acc. 105, 106, 205. 3 sem. hrs.

# Biological Sciences

### Bl. 101—General Botany

The basic principles of plant morphology and physiology. The evolution, distribution,

genetics and economic importance of plants are briefly considered. This course is designed primarily for education majors, medical technologists and dental hygiene students. Two lectures and two laboratory periods. 4 sem. hrs.

### Bl. 102—General Zoology

A comprehensive study is made of typical invertebrate and vertebrate animals with emphasis on their structure, function, ecology and evolution. This course is designed primarily for education majors, medical technologists and dental hygiene students. Two lectures and two laboratory periods. Prerequisite: Bl. 101. 4 sem. hrs.

### Bl. 103—Cultural Biology

A lecture demonstration course in the essentials of biology designed specifically as an orientation course for those whose interests lie in the sphere of the humanities. May not be used as a prerequisite for advanced courses. 4 sem. hrs.

### Bl. 107–108—General Biology

An intensive study of the fundamental properties of living things, their structure, functions, classifications, life histories and evolution. This course is required for all pre-medical, pre-dental and pre-pharmacy students and biology majors. Two lectures and two laboratory periods. 4-4 sem. hrs.

### Bl. 109–110—Human Anatomy and Physiology

Lectures and demonstrations, gross and microscopic, on the structures and functions of the human body. Two lectures and two laboratory periods. 3-3 sem. hrs.

### Bl. 122—Microbiology

This course embraces bacteriological techniques, the classification and properties of important non-pathogenic and pathogenic bacteria, molds and viruses. The principles of immunity and serology are briefly treated. Two lectures and two laboratory periods. 4 sem. hrs.

### Bl. 201—Comparative Anatomy of the Vertebrates

Laboratory study of type vertebrates accompanied by lectures on vertebrate phylogency and anatomy. Two lectures and two laboratory periods. Prerequisite: Bl. 107-108 or equivalent. 4 sem. hrs

### Bl. 202—General Embryology

A study of the origin and muturation of germ cells, fertilization, and the formation of germ layers in certain typical invertebrate animals. Knowledge of the development of the systems of a vertebrate is obtained by study of whole mounts and serial sections of the chick and pig. Two lectures and two laboratory periods. Prerequisite: Bl. 108. 4 sem. hrs.

### Bl. 205–206—Anatomy, Physiology and Kineseology

A lecture demonstration course designed to give the student of physical education thorough and practical knowledge of these basic sciences. Required for physical education and dental hygiene students. Prerequisite: Bl. 101-102 or equivalent. 3-3 sem. hrs.

### Bl. 209—Mammalian Anatomy

A lecture and laboratory study presented as a basis for the understanding of human anatomy. Detailed dissection of the cat and anatomical studies of other vertebrates are included. This course is restricted to medical technologists. Prerequisites: 2 semesters of biology. 4 sem. hrs.

### Bl. 301—Bacteriology

This course embraces bacteriological technique, the classification and study of the properties of important non-pathogenic and pathogenic bacteria. The principles of immunity, serology and virology are also considered. Two lectures and two laboratory periods. Prerequisites: general biology and two years of chemistry, including organic chemistry which may be taken concurrently. 4 sem. hrs.

### Bl. 302—General Histology

The study of the microscopic structure of tissues and organs of the mammalian body, and the study of the fundamentals of hematology. Two lectures and two laboratory periods. Prerequisite: Bl. 201. 4 sem. hrs.

### Bl. 304—General Physiology

An introductory study of physico-chemical processes in cells, tissues and organs. Three lectures and one laboratory period. Prerequisite: Bl 201 and Organic Chemistry. 4 sem. hrs.

### Bl. 306—Animal Microtechnique

A course in the principles and methods of preparing animal material for microscopical study. The student is given practice in fixing, embedding, sectioning, staining, and mounting tissues; the preparation of whole mounts. Two lecture and two laboratory periods a week. Prerequisite: Bl. 302 4 sem. hrs.

### Bl. 307—General Entomology

The taxonomy, life histories and habitats of the insects common to South Louisiana. Prerequisite: Bl. 107–108 or equivalent. 4 sem hrs.

### Bl. 308—Plant Physiology

Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. Prerequisites: General Botany and Organic Chemistry. 4 sem. hrs.

### Bl. 309—Introduction to Ecology

The relationships of animals to each other, to plants and to the physical and chemical factors of the environment. Prerequisites: Bl. 107–108. 4 sem. hrs.

### Bl. 310—Introduction to Field Zoology

The taxonomy, life histories and habitats of the animals common to South Louisiana. Prerequisite: Bl. 107–108. 4 sem. hrs.

### Bl. 312—Cytogenetics

A presentation of cell structure with emphasis on chromosomes. The relationships between classical and contemporary genetics and cellular biology will be considered. Prerequisite: General Biology. 3 sem. hrs.

### Bl. 315–316—History and Philosophy of Biology

Discussion of the historical development and philosophical implications of biology. Required of all pre-medical students and biology majors. Prerequisite: Permission of Professor. Two lectures. 1–1 sem. hrs.

### Bl. 317—Introduction to Biological Research

Special work for advanced students, includes both library and laboratory research. Weekly oral and/or written reports are required. Two-year course: grade assigned upon completion of the Spring Semester of senior year. Required of all upper division biology majors. 2 sem. hrs.

### Bl. 317H—Honors Program in Biological Research

In addition to the work encompassed by Bl. 317, students in this course must maintain a B average in Biology and Chemistry during all four years. Special experimental assignments will be required of them in addition to grant applications. 2 sem. hrs.

### Bl. 320—Plant Anatomy

A consideration of the structure and development of seed plants (primarily Angiosperms). Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogensis of the organism. Prerequisite: General Botany. 4 sem. hrs.

Bl. 353—An Introduction to Radiation Science

A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginners with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course. 3 sem. hrs.

# Business Law

B.L. 205–206—Business Law

Application of law to business transactions; fundamental ideas of law in general; business forms; contracts; agency; negotiable instruments; banking law; sales, personal property; partnerships and corporations; mortgages; real property; insurance; suretyship; and bankruptcy. Prerequisite: Eco. 201–202. 6 sem. hrs.

# Business Mathematics

M.B.E. 110—Finite Mathematics

Linear equations and programming; quadrafic, trignometric, logarithmic and exponential functions, matrices, probability; mathematics of finance. Prerequisite: Proficiency in high school algebra. 3 sem. hrs.

M.B.E. 210—Continuous Mathematics

Differential and integral calculus, with applications to business and economics. Prerequisite: M.B.E. 110. 3 sem. hrs.

# Business Science

B.S. 105—Techniques of Typewriting (Beginning Course)

A course in the fundamentals of typewriting designed to guide the student in attaining mastery of the keyboard and proficiency in the operation of electric typewriters. 2 sem. hrs.

B.S. 106—Techniques of Typewriting (Second Course)

Second semester course in the fundamentals of typewriting. Emphasizes quality typing and accuracy plus speed. Mailable letters, reports, manuscripts, and tabulation problems are included in accuracy and production assignments. Prerequisite: B.S. 105 or equivalent. 2 sem. hrs.

B.S. 201–202—Techniques of Shorthand

A study of the principles of Gregg Shorthand designed to aid the student in developing skill in reading, writing, and transcribing shorthand. Emphasis is placed on: vocabulary drills, phrasing, abbreviations, and special terminology. Covers dictation and transcription of both familiar and unfamiliar material. Typewritten transcription

is introduced in the second semester. Prerequisite: B.S. 105 or its equivalent for B.S. 202. 6 sem. hrs.

### B.S. 205—Advanced Typewriting

A comprehensive review of all techniques and principles coordinated with extensive application of actual office problems designed to aid the student in developing superior ability in typewriting. Prerequisite: B.S. 105–106 or equivalent. 2 sem. hrs.

### B.S. 309–310—Advanced Shorthand

Dictation and transcription of unfamiliar material designed to further the development of skill in transcribing from shorthand notes. Complete review of the principles of Gregg Shorthand. The emphasis is on speed building and mailable letters. Prerequisite for B.S. 309: B.S. 105–106–201–202. Prerequisite for B.S. 310: B.S. 205 6 sem. hrs.

### B.S. 315–316—Secretarial Procedures

Instruction in general office procedures, receptionist and telephone techniques, handling travel arrangements, organizing and maintaining filing systems, operating basic business machines, and copying and duplicating processes. Also included is a review of shorthand and typewriting techniques. Prerequisite: B.S. 309–310 and upper-division standing. 6 sem. hrs.

## Chemistry

### Ch. 103—Chemistry for Non-Science Majors

A lecture-demonstration course in the essentials of chemistry for non-science majors. This course does not serve as a prerequisite for any other chemistry course. 4 sem. hrs.

### Ch. 111–112—General Chemistry

A basic course in the fundamental principles of general chemistry. Intended for science majors whose high school background, as shown by the Chemistry Achievement Test in the College Entrance Board, indicates the need of a full-year course in Freshman Chemistry. Two semesters, three lectures per week. 3–3 sem. hrs.

### Ch. 113–114—General Chemistry Laboratory

Includes qualitative analysis. Two semesters, two 2-hour laboratory periods per week. Prerequisite credit or registration in Ch. 111–112. 1–1 sem. hrs.

### Ch. 115—General Chemistry Lecture for Chemistry Majors

An intensive, one semester course in the fundamental principles of general chemistry. One semester, three lectures per week. Prerequisite: Approval of the Chairman. 3 sem. hrs.

### Ch. 117—Lab and Lecture—Demonstration

Will concern certain aspects of all areas of chemistry and their impact on modern man. Includes experiments in inorganic, organic, physical, polymer, biological and analytical chemistry. Three hour Lab. Accompanies Ch. 115. 1 sem. hr.

### Ch. 206—Introduction to Modern Chemical Computations for Chemistry Majors

May be elected by anyone else upon approval of chairman. Includes an introduction to computer language, the writing of computer programs, the use of existing data processing equipment, and techniques of numerical analysis as background material leading to actual practice in solving sophisticated numerical problems encountered

in the field of chemistry. One semester, one hour of lecture or three hours of lab per week. Prerequisite: Ch. 115, Ch. 117, and Mt. 257. 1 sem. hr.

### Ch. 208—Quantitative Chemistry Lecture for Chemistry Majors

Includes principles of quantitative chemistry, including equilibria stoichioletry, kinetics, laws of solutions, gas laws, electrochemistry, isomerism and colloids. One semester, 2 lectures per week. Prerequisite: Ch. 115, 117 or approval of the Chairman. 2 sem. hrs.

### Ch. 210—Quantitative Chemistry Laboratory for Chemistry Majors

Laboratory to accompany Ch. 208. Includes representative quantitative analysis experiments both gravimetric and volumetric, plus selected experiments in thermochemistry, electrochemistry, kinetics, surface chemistry and spectrophotometry. One semester, two 3-hour laboratories per week. 2 sem. hrs.

### Ch. 211—Inorganic Quantitative Analysis

Basic principles of quantitative analysis. Stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titrations and gravimetric methods. One semester, 2 lectures per week. Prerequisite: Ch. 111–114 or equivalent. 2 sem. hrs.

### Ch. 213—Inorganic Quantitative Analysis Laboratory

Basic techniques of quantitative analysis, including volumetric and gravimetric analysis, acidimetry and alkalimetry, redox methods, the use of absorption indicators and iodemetry. One semester, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Ch. 211. 2 sem. hrs.

### Ch. 350—Chemical Literature

Designed to acquaint the Chemistry Major with the major reference works and journals of chemistry and how to use them efficiently. One semester, one lecture per week. 1 sem. hr.

### Ch. 371—Thesis Research

Honors Program students must register for 1–3 sem. hrs. credits for each semester starting with second semester sophomore year for a total of ten sem. hrs. Credit will be prorated on the basis of one sem. hr. credit for four hrs. devoted to research. Prerequisite: Approval of Chairman. 10 sem. hrs.

### Ch. 316—Organic Chemistry for Medical Technology Majors

An introduction to nomenclature, stereochemistry, structure and properties of different classes of organic compounds. Importance of organic compounds in daily life. One semester. Three lectures per week. Prerequisite: Ch. 211–213. 3 sem. hrs.

### Ch. 327–328—Biochemistry Lecture

A detailed study of the chemistry of carbohydrates, lipids, proteins, nucleic acids, digestion, metabolism, respiration and endocrinology. Aspects of clinical chemistry. Two semesters. Three lectures per week. Ordinarily intended for pre-medical students and biology majors. Prerequisites: Ch. 331–332, 333–334 or 326. 3–3 sem. hrs.

### Ch. 329–330—Biochemistry Laboratory

Selected experiments in conjunction with lecture material in Ch. 327–328. Two semesters. One 3-hour laboratory period per week. 1–1 sem. hr.

### Ch. 331–332—Organic Chemistry Lecture

An intensive course in organic chemistry, covering structural theory, organic reaction mechanisms, stereochemistry, and type reaction of organic compounds. Two semesters, three lectures per week. Prerequisites: Ch. 111–114, Ch. 211–213 or approval of Chairman. 3–3 sem. hrs.

### Ch. 326—Organic Chemistry Laboratory

Laboratory course for non-chemistry sciences majors to accompany Ch. 332. Introduc-

tion to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. One semester, two 3-hour laboratory periods per week. 2 sem. hrs.

### Ch. 333–334—Organic Chemistry Laboratory

Laboratory course to accompany Ch. 331–332. Introduction to laboratory techniques of organic chemistry: simple preparations, separations and identification of organic compounds. Two semesters, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Ch. 331–332. 2–2 sem. hrs.

### Ch. 336–337—Physical Chemistry Lecture

A general survey of physical chemistry treating gaseous, liquid and solid states of matter, thermodynamics, the laws of solutions, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, elementary wave mechanics, atomic and molecular spectra, elementary statistical mechanics. Two semesters, 3 lectures per week. Prerequisites: General Chemistry, Quantitative Analysis, one year of college Physics, at least one semester of Calculus. 3–3 sem. hrs.

### Ch. 338–339—Physical Chemistry Laboratory

Laboratory to accompany Ch. 336–337. Classical and modern techniques of physico-chemical measurement. Includes molecular weights of gases and dissolved substances, vapor pressure, surface tension, viscosity and refratometry of liquids, calorimetry, thermochemistry, electrochemistry, electrolytic conductance, chemical equilibrium, phase diagrams, chemical kinetics, surface chemistry, spectrophotometry. Prerequisites: Same as 336–337. Two semesters, one 3-hour laboratory period per week. 2 sem. hrs.

### Ch. 340—Concise Physical Chemistry

A introductory course in physical chemistry emphasizing topics of special interest to biologists: thermodynamics, electrochemistry, transport properties of liquids, chemical kinetics, and colloidal dispersions. Methods of integral and differential calculus are extensively used to develop theoretically these classical physico-chemical topics. One semester, three lectures per week. Prerequisite: Ch. 111 through Ch. 213, Mt. 257–258. 3 sem. hrs.

### Ch. 342—Intermediate Analytical Chemistry Lecture

A more rigorous physico-chemical treatment of the basic principles of quantitative analysis. The treatment will include statistical methods applied to analytical chemistry, quantitative separations, co-precipitation, the use of organic precipitants, EDTA, spectrophotometry, electrometric methods, and chromatography. One semester, 2 lectures per week. Prerequisite: Ch. 211–213 or equivalent. 2 sem. hrs.

### Ch. 343—Intermediate Chemistry Lecture

Nuclear structure and reactions, atomic structure, chemical bonding and periodicity. Inorganic stereochemistry and reaction mechanisms, acid base theories and non-aqueous solvents. One semester, 3 lectures per week. Prerequisite: Credit or registration in Ch. 337. 3 sem. hrs.

### Ch. 344—Intermediate Analytical Chemistry Laboratory

Accompanies Ch. 342. On semester, one 3-hour laboratory period per week. Prerequisite: Credit or registration in Ch. 342. 1 sem. hr.

### Ch. 345—Synthetic Methods in Inorganic Chemistry

A laboratory course teaching theoretical principles as well as special laboratory techniques illustrated by carefully chosen syntheses of several types of compounds. One semester, one hour lecture, six hours laboratory per week. Prerequisites: Credit or registration in Ch. 337. Non-chemistry majors who meet the prerequisites may take this course for 2 credits instead of 3, i.e., one 3-hour laboratory per week instead of two 3 hour laboratory periods per week. 2 or 3 sem. hrs.

Ch. 347—Organic Qualitative Analysis

Review of properties of functional groups. Applications to separation of mixtures and identification of pure compounds. Application of quantitative and physical methods, such as infrared spectroscopy. One semester. One lecture and 6 hours laboratory per week. Prerequisite: Approval of the Chairman. 3 sem. hrs.

Ch. 348—Practical Electronics

A lecture and laboratory study of the fundamentals of instrumentation based on the module approach of the Malmstadt-Emke laboratory station. Designed for students of Chemistry and Biology. This course may replace an advanced laboratory course with the approval of the Chairman. One lecture and a 4 hour laboratory period per week. 3 sem. hrs.

## ADVANCED LECTURE COURSES

Each Chemistry Senior must choose two of these courses, except that one may be replaced with an upper division Physics or Mathematics course, with approval of the Departmental Chairman. All are one semester courses, two lectures per week, to be given in Fall or Spring depending on the Senior class. They fulfill ACS requirements for advanced lecture courses.

Ch. 351—Advanced Physical Chemistry

2 sem. hrs.

Ch. 355—Theoretical Organic Chemistry

2 sem. hrs.

Ch. 357—Synthetic Organic Chemistry

2 sem. hrs.

Ch. 359—Advanced Inorganic Chemistry

2 sem. hrs.

Ch. 361—Advanced Analytical Chemistry

2 sem. hrs.

Ch. 363—Advanced Biochemistry

2 sem. hrs.

Ch. 365—Colloid Physical Chemistry

2 sem. hrs.

## ADVANCED LABORATORY COURSES

Chemistry Seniors must elect two of these courses, except that those in the Honors Program must take Ch. 371, Thesis Research, as one of them. Choices must be approved by the Department Chairman. The object of these courses is to train the student in research methods and techniques and develop the ability to work independently. They will usually involve finding and using selected methods in the original literature and doing some research.

Ch. 352—Advanced Physical Chem Lab

2 sem. hrs.

Ch. 356—Advanced Theoretical Organic Chem Lab

2 sem. hrs.

Ch. 358—Advanced Synthetic Organic Chem Lab
2 sem. hrs.

Ch. 360—Advanced Inorganic Chem Lab
2 sem. hrs.

Ch. 362—Advanced Analytical Chem Lab
2 sem. hrs.

Ch. 364—Advanced Biochemistry Chem Lab
2 sem. hrs.

Ch. 366—Advanced Colloid Physical Chem Lab
2 sem. hrs.

# Classical Studies

## GREEK

Gk. 101–102—First Year College
A beginners' course in Homeric Greek. Five periods a week. 3–3 sem. hrs.

Gk. 301—Plato
The Dialogues. 3 sem. hrs.

Gk. 302—Sophocles
3 sem. hrs.

Gk. 303—Thucydides
3 sem. hrs.

Gk. 304—Aeschylus
3 sem. hrs.

Gk. 305—Demosthenes
3 sem. hrs.

Gk. 306—Aristophanes
3 sem. hrs.

Gk. 307—Plato
The Republic. 3 sem. hrs.

Gk. 309—Euripides
3 sem. hrs.

Gk. 310—Herodotus
3 sem. hrs.

Gk. 311—Greek Lyric Poetry
3 sem. hrs.

Gk. 312—Theocritus
3 sem. hrs.

Lt. 201–202—The Minor Poets
3–3 sem. hrs.

Lt. 203–204—Second Year College
Cicero's De Senectute, De Amicitia, Somnium Scipionis, Pro Archia 3–3 sem. hrs.

Lt. 301—Historians of the Silver Age
3 sem. hrs.

Lt. 303 Tacitus - Agricola and Germania
3 sem. hrs.

Lt. 304—Juvenal - Satires
3 sem. hrs.

Lt. 305—Plays of Plautus
3 sem. hrs.

Lt. 306—Pliny The Elder
The Natural History 3 sem. hrs.

Lt. 307—Ecclesiastical Writers
3 sem. hrs.

Lt. 309—St. Augustine
The City of God. 3 sem. hrs.

Lt. 310—St. Augustine
The Confessions. 3 sem. hrs.

Lt. 311—Ovid
Metamorphoses. 3 sem. hrs.

Lt. 312—Virgil
Aeneid. Study of epic Latin poetry. 3 sem. hrs.

Lt. 313—Horace
Odes and Epodes. 3 sem. hrs.

Lt. 314—Virgil
The Ecologues and the Georgics. 3 sem. hrs.

Lt. 315—Special Research Problem for Latin majors only.
3 sem. hrs.

Lt. 317—Cicero - Tusculan Disputations
3 sem. hrs.

Lt. 318—Horace
Epistles and Satires 3 sem. hrs.

Lt. 321—Lucretius
3 sem. hrs.

Lt. 322—Seneca
The Plays. 3 sem. hrs.

Lt. 323—Medieval Prose and Poetry
3 sem. hrs.

Lt. 361—Seminar in Methods for High School Teachers

3 sem. hrs.

COURSES IN TRANSLATION

Cls. 350—The Epic

3 sem. hrs.

Cls. 351—The Greek Myths

3 sem. hrs.

Cls. 352—Drama: Tragedy

3 sem. hrs.

Cls. 353—Drama: Comedy

3 sem. hrs.

Cls. 354—Greek Historians

3 sem. hrs.

Cls. 355—Roman Historians

3 sem. hrs.

Cls. 356—Lyric and Pastoral Poetry

3 sem. hrs.

Cls. 360—Medieval Latin Poets

3 sem. hrs.

Cls. 361—Medieval Latin Historians

3 sem. hrs.

Cls. 370—The Religions of Ancient Greece and Rome

A survey of the Homeric, chthonic and Mystery Religions and of their influence.

3 sem. hrs.

Cls. 371—St. Augustine's City of God

A study of a Christian theology of history, its origin and influence. 3 sem. hrs.

Cls. 373—Fifth Century Athens

The political, educational, and religious upheavals which stirred the ancient seat of democracy. 3 sem. hrs.

# Communications

Comm. 101—Introduction to Mass Communication

An examination of the developing social force of all forms of mass media including television, radio, film, newspapers, magazines, and billboards and their sociological and psychological effect on our modern culture and international relationships.

3 sem. hrs.

Comm. 104—Survey of Broadcasting

A study of the history and potential of radio and television broadcasting. An examination will be made of methods of operation, economic structures, forms of programming, and laws and regulations involved in American and foreign broadcast systems. 3 sem. hr.

### Comm. 105—Creative Workshop

Primarily through written expression, the student learns to become more sensitive to the persons and events around him as a resource and stimulus to his own creativity. The writing assignments are planned to gear themselves toward the media. Standard script forms for television, radio, and film are studied. 1 sem. hr.

### Comm. 106—Radio Workshop

A practical study of the basic production and operating techniques of radio. Practice with standard audio equipment is offered in lab sessions. This course includes preparation for and official administering of FCC third class license examination. REQUIRED AS A PREREQUISITE FOR ALL STUDENTS WORKING ON WLDC CAMPUS RADIO. 1 sem. hr.

### Comm. 107—Film Workshop

Working with Super 8mm film equipment, including synchronized sound, the Freshman student learns basic film production techniques. Filming assignments are given in which students plan, direct, shoot and edit their own film. All necessary equipment is furnished and the student supplies his own film. 1 sem. hr.

### Comm. 108—Television Workshop

Having already learned audio techniques in Comm. 106, the beginning student now adds the video problems of television production. Camera operation, visual composition, and TV studio practices are stressed. Short productions are undertaken on a beginning level. 1 sem. hr.

### Comm. 198—Freshman Media Colloquium I

Required of all freshmen students. Special presentations will be made by speakers from the media and by special student project groups.

### Comm. 199—Freshman Media Colloquium II

A continuation of Communications 198. 1 sem. hr.

### Comm 210—Broadcast Operations

This course presents a close look at the organization of the typical television and radio station. A study will be made of the work of each of the various departments within the station and of their coordination by management to result in a successful total operation. Lab sessions emphasize the practical aspects. 3 sem. hrs.

### Comm. 212—Television Studio Production

Study and practice in basic studio production techniques including lighting, staging, camera operation, audio, floor direction, and studio use of visual aids. Prerequisite: Comm. 108 or consent of instructor. 3 sem. hrs.

### Comm. 298—Sophomore Media Colloquium I

Required of all Sophomore students. Special presentations will be made by speakers from the media and by special student project groups. 1 sem. hr.

### Comm. 299—Sophomore Media Colloquium II

A continuation of Communications 298. 1 sem. hr.

## COMMERCIAL BROADCASTING

### Comm. 301—Announcing on Television

Study and practice in the methods and skills in announcing assignments including the work of the commercial announcer, newscaster, sportscaster, interviewer, and master of ceremonies. 3 sem. hrs.

### Comm. 303—Television On-Camera Performance I

Development of the performer playing a part, as contrasted to the work of the announcer. Practice in TV, radio, and film acting techniques is given. Work in-

cludes production of dramatic scenes recorded on video tape for playback critique and class analysis. Previous dramatic or television experience is *NOT* necessary. 3 sem. hrs.

### Comm. 304—Television On-Camera Performance II

Advanced assignments in television performing with the emphasis placed on drama. Projects include longer scenes or short plays to be shown on closed circuit programming. PREREQUISITE: COMM. 303. 3 sem. hrs.

### Comm. 310—Directing for Television

A study of television directing techniques including duties of the director and related personnel, program analysis: staging for the camera, camera cutting and picture composition, rehearsal techniques, control room practices, uses of special effects, and directorial styles. Prerequisite: Comm. 212 and consent of instructor. 3 sem. hrs.

### Comm. 311—Producing for Television

A study of production techniques with emphasis on the creative and executive aspects of the producer's problems. The student originates program ideas and plans the development of the program to completion. Prerequisite: Comm. 310. 3 sem. hrs.

### Comm. 312—Special Projects

Advanced students meet the challenge and responsibility of completely producing special assigned programs for on-air or closed circuit broadcast. Prerequisite: Departmental approval. 1 sem. hr.

### Comm. 314—Advanced TV Production

Students produce full-length television shows which must be of sufficient caliber in production and theme content to be worthy of public broadcast. Some of the production will be done at the studios of WWL-TV and at other commercial stations. Invited professional producer-directors will work with students. Prerequisite: Successful completion of Comm. #212,310, and 311 and Approval of Department chairman. 3 sem. hrs.

### Comm. 315—Script Writing

Analysis of the longer script including dramatic shows, documentaries, and special programs. A study will be made of characterization and plot development. Students will be required to write scripts which may be used on the WLDC broadcast services. Prerequisite: consent of instructor. 3 sem. hrs. viewings included.

### Comm. 316—Special Problems in Color TV Production

This course is offered entirely at WWL-TV and at other commercial TV stations and students study at first-hand the techniques and uses of the latest facilities in color television from the standpoint of scenic composition, graphics, lighting and make-up, special effects, product display, and psychological effects. Prerequisites: same as 314. 3 sem. hrs.

### Comm. 317—Television Scenic and Graphic Arts

Study of the various types of TV scenery and set design for both programs and commercials, and the types and uses of graphic art as part of a visual presentation. Practical work is offered in the studio and workshop. 3 sem. hrs.

### Comm. 321—Broadcast News

A study of the role of broadcasting in local, national, and international news coverage. The assembling, writing, editing, and visual production (still and motion pictures) of television news will be studied in detail. Students will examine how the local department and network news bureau combine to complete the total news coverage. 3 sem. hrs.

### Comm. 322—Advanced Practices in Broadcast News

Advanced study and practice in preparing newscasts and sportscasts for television with emphasis on the visual aspect of TV news. Careful study will be made of the development, from conception to completion, of longer news features and special events coverage including remote broadcast coverage. Prerequisite: Comm. 321. 3 sem. hrs.

### Comm. 324—Broadcast News Internship

Practical work in the newsroom of WWL-TV under the supervision of the news director, or work on the news staff of WLDC campus radio. A minimum of 4 hours of work per week is required. At least one semester of radio news must be included if the course is repeated for a maximum of 3 hours. Prerequisite: Comm. 321, 322, and approval of department chairman. 1 sem. hr. may be repeated for a total of 3 hrs.

### Comm. 363—Radio Production

A study of the various styles of voice delivery and audio techniques currently being used in radio broadcasting. Students will work with their instructor individually and in teams to improve their on-air performance. Practice in radio production and participation on WLDC campus radio will be offered. This course will be team-taught by the faculty to provide greater specialized instruction. Prerequisite: Comm. 106. 3 sem. hrs.

### Comm. 364—Internship in Radio

Advanced practical work on the staff of WLDC campus radio. Prerequisite: consent of WLDC Radio advisor. 1 sem. hr. may be repeated for a total of 3 hrs.

### Comm. 384—Programming for TV and Radio

A study of programming objectives, audience surveys, analysis methods, film buying, and preparation of station schedules for programming. Projects will be assigned in analysis of programming techniques of selected stations, planning of programs, and methods of program improvement. 3 sem. hrs.

### Comm. 385—Broadcast Management

An examination of policy, objectives, procedures, personnel, budgets, and principles involved in the management functions of a broadcast station. Individual stations around the country will be studied as projects. 3 sem. hrs.

## EDUCATIONAL BROADCASTING

### Comm. 350—Educational Television

A survey of the development of educational broadcasting and a study of its potential. A study will be made of the organization, programming goals, financial support, and government regulations involved in educational broadcasting. 3 sem. hrs.

### Comm. 351—Instructional Television

A careful study of the current uses being made of television in teaching from the elementary school level through the college level. Analysis will be made of outstanding TV teaching series as produced and used by various school systems. Examination will be made of teacher effectiveness on TV and of important contributing factors to that effectiveness. 3 sem. hrs.

### Comm. 353—Development of ETV/ITV Programming

Advanced special work in the preparation of material for ETV/ITV uses including gathering of material, educational objectives of the teacher, working as a member of the educational team, transference of ideas to television programs, and setting up program series. Prerequisite: consent of instructor. 3 sem. hrs.

### Comm. 355—Educational uses of Communications Arts with Children

A practical study of the various methods which the educator can use to make the

most effective utilization of communications technology in the development of self-expression in children. The study will involve laboratory sessions with children in the TV studio. Prerequisite: consent of instructor. 3 sem. hrs.

## FILM

### Comm. 330—Film Criticism

A study of the language of film. Through analysis based upon the viewing of films, the student will examine film technique and gain understanding of how these techniques have evolved as components which combine into a finished film.
3 sem. hrs. viewings included.

### Comm. 331—History of Film

A survey of significant developments in the history of film. Critical approaches will be taken to performance, sociological impact, and visual aesthetics in film with emphasis on those influences which film has had and continues to have on modern life. 3 sem. hrs. viewings included.

### Comm. 332—Film Production and Direction I

A practical course in planning, shooting and editing 16mm silent and sound films in both color and black and white. Students wishing to continue film studies with Comm. 333 must develop a film project and submit a written treatment before the conclusion of this course. 3 sem. hrs.

### Comm. 333—Film Production and Direction II

The students whose project proposal received acceptance will undertake the production of their films in this course with close faculty assistance, advice and supervision. Prerequisites: Comm 332 and acceptance of proposed project.
3 sem. hrs.

### Comm. 334—Film Production and Direction III

Advanced work in double system film making. A project of significance must be accepted by the Department and an advisor will be assigned to the student to work with him on this project. 3 sem. hrs.

### Comm. 335—Documentary Film Production

A study is made of the theory and practice of preparing documentary films dealing with in-depth studies in areas of public affairs and current events. Other forms of informational films, such as industrial and educational films, will also be examined. Prerequisite: Comm. 332. 3 sem. hrs.

### Comm. 336—News Photography

A practical look at the specialized form of filmmaking required in a television news operation. Assignments are made as a part of the WLDC TV campus television service. Professional TV news cameramen participate in the instruction of this course. Prerequisite: Comm. 332. 3 sem. hrs.

*Note*: In all film production courses, all necessary equipment will be supplied, with the exception of purchase and processing of film stock, for which the student is responsible.

## ADVERTISING AND PUBLIC RELATIONS

### Comm. 340—Broadcast Sales Techniques

A study of advertising and sales techniques, methods, and skills from the standpoint of the TV station, including development of sales presentations. Students will practice interpreting availability sheets, making client contracts, offering sales proposals, explaining contract provisions and discount plans, and concluding the sale with provisions for billing. Practical assignments will be given in selling time for the WLDC broadcasting services. 3 sem. hrs.

### Comm. 342—The Advertising Agency

A study of the work of the advertising agency including an examination of the functions of time buying, audience analysis, commercial campaign development, agency commission status, client and station relationship. Studies will be assigned relating to the work and organization of selected national agencies. 3 sem. hrs.

### Comm. 343—Broadcast Promotion and Public Relations

Analysis of the procedures and practices of station promotion departments and of how they attempt to secure public interest and goodwill toward the programming of the station. Projects will be assigned involving work to promote WLDC broadcasting services and to aid its sales staff in the exact manner of a professional situation. 3 sem. hrs.

### Comm. 344—Commercial Copywriting

A study of the elements involved in writing commercial copy including concept, visualization, style and sponsor image. Script form, uses of audio and visual effects, and timing will be examined. Practice will be offered in researching the product, working up the commerical idea, and writing scripts. Commercials and public service announcements will be written and produced for the WLDC broadcasting services. 3 sem. hrs.

### Comm. 346—Advanced Sales Techniques

This course offers the equivalent of an internship with WWL-TV time salesman. In addition to classwork, the student will accompany the professional salesman on calls for WWL-TV. Practical selling projects will also be assigned for WLDC broadcast services and a sales quota for each student will be assigned. Prerequisite: advanced standing in broadcast sales and consent of department chairman. 2 sem. hrs.

### Comm. 347—Public Relations

Current practices and problems in the field of public relations. The functions, techniques, and relationships of the public relations department is studied, and practical experience is offered in the planning of public relation programs, campaigns, development of internal publications, special promotional films and publications, and public representation of the company. 3 sem. hrs.

## RELIGIOUS COMMUNICATION

### Comm. 371—Survey of Religious Programming

An analysis of the types and styles of programs done on radio and television by religious organizations. Analysis will be made of the producing agency, time and frequency of broadcast, support for the program, and the availability of an audience. Stress, wherever possible, will be placed an practical investigation. 3 sem. hrs.

### Comm. 372—Development of Communicative Skills

An investigation and practical work on special skills needed in religious communication. Items to be covered are: organization and presentation of material; styles of presentation; techniques of delivery; stereotype images of religious communicators, and speech patterns and problems. 3 sem. hrs.

### Comm. 373—Producing the Religious Program

A study of the special production techniques, as well as general studio procedures, for religious programs. Work will be done on gathering of material, defining objectives, setting program style, organization of program ideas, development of ideas into programs, and setting up program series. 3 sem. hrs.

### Comm. 374—The Public Image of Religion

Analysis of the image of religion as communicated both by media and personal observation. A study will be made of the attitudes of the media toward religion

by the analysis of the handling of religious news items, programs, features, and editorials by the media. An investigation will be made of the differences between the media presentation in the United States and in other countries' media presentation of religious material. 3 sem. hrs.

### Comm. 375—Seminar in Religious Communication

An investigation into the current trends in religious communication. The student will do independent work in the form of research and investigation into the current topics being discussed. Stress is placed upon the individual's participation alone and with the group. 3 sem. hrs.

## INTER-MEDIA COURSES

### Comm. 381—Current Trends in Communications

An investigation into current trends and phenomenon in communications. The student will do independent work in the form of research, interview, and investigation into the subject matter being presented that semester. Stress is placed on the individual's participation alone and with the group. Subject matter changes each semester. Prerequisite: consent of instructor.

2 sem. hrs. be repeated for a total of 4 hrs.

### Comm. 382—Theory of Communication

A study of the views of major theorists in the field of media effect on social interaction. The study will investigate the concepts of broadcasting and film as forces in human behavior and of their developing effect in social change. 2 sem. hrs.

### Comm. 383—Media Art

A study of the special forms which art takes in the various media of communications. A practical effort will be made to develop the visual sensitivity of the mass communicator through the study of form, shape, color, and dimension as used in media. 2 sem. hrs.

### Comm. 384—Written Communcation

A practical study will be made of the various script forms required of the mass media. Emphasis in writing will be placed on clarity of thought and expression and on creativity. 2 sem. hrs.

### Comm. 386—Independent Study

The student submits a proposal for study to the communications faculty. If approved, an advisor will be assigned and the student may undertake the study, which must involve research and must be properly written in short thesis form. 2 sem. hrs.

### Comm. 388—Junior Media Colloquium I

Required of all junior students. Special presentations will be made by speakers from the media and by student project groups. 1 sem. hr.

### Comm. 389—Junior Media Colloquium II

A continuation of Communications 388. 1 sem. hr.

### Comm. 398—Senior Media Seminar I

Required of all Senior students. Leadership problems will be examined and practical asssignments made. Seniors will be expected to take roles of leadership in the Colloquium series. 1 sem. hr.

### Comm. 399—Senior Media Seminar II

A continuation of Communications 398. 1 sem. hr.

# Computer Science

### CmpSci. 100—Data Processing Equipment

The study of unit record equipment with emphasis on the operation and programming the card punch, verifier, sorter, reproducing punch, alphabetic interpreter, and accounting machine. Two hour lecture and two hour laboratory per week. 3 sem. hrs.

### CmpSci. 111–112—Man and Machine

This course will include the Rationale for and History of Data Processing, Social Impact and Implications, Machine Architecture and Logic, Man-Machine Communications, Artificial Intelligence, and future possibilities. 3–3 sem. hrs.

### CmpSci. 121-122—Introduction to Computer Science I, II

The principles of digital computer components including functional units; stored programs; flow charting; FORTRAN, ALGOL, COBOL programming languages with applications in a wide variety of target areas; Algorithms and algorithmic procedures. Three hour lecture per week. 3 sem. hrs.

### CmpSci. 221—Hardware Programming Concepts

Assembly language coding discussed in detail. Emphasis on design and implementation of assembly language programs in various applied fields. Three hour lecture per week. 3 sem. hrs.

### CmpSci. 222—List Processing

List and string processing languages discussed in detail with application; including SNOBOL, LISP, etc. Natural language processors including SNAP. Three hour lecture per week. 3 sem. hrs.

### CmpSci. 321-322—Simulation and Emulation

Techniques of both software and hardware construction of computer systems through the use of microprograms. Existing simulators and emulators examined in detail. Simple machine designed and implemented. Three hour lecture per week. 3–3 sem. hrs.

### CmpSci. 347-348—Numerical Methods in Statistical Analysis

Graphic techniques; averages and measures of variability; sampling distributions: Normal, Student's, binomial, negative binomial, poisson, Chi-square, and F distributions. Tests of significance; methods in regression and correlation; nonparametric methods; analysis of variance, and multi-variate analysis. Prerequisite or Corequisite: CmpSci 221-222. Three hour lecture per week. 3–3 sem. hrs.

### CmpSci. 349-350—Introduction to Operations Research and Linear Programming

Fundamentals of operations research with linear programming techniques. Simplex methods, game playing, PERT, CPM, Modeling techniques, Prerequisite: CmpSci. 221-222 and Mathematics 260. Three hour lecture per week. 3–3 sem. hrs.

### CmpSci. 351-352—Numerical Analysis

Solution of equations; functional iteration, method of false position, Newton's method. Polynomial approximations; Lagrange interpolation, error formulas, least squares. Differencing, formal difference calculus, numerical quadrature. Ordinary differential equations; Range-Kutta methods, Adams method. Matrix inversion and matrix eigenvalues; Gaussian elimination, iterative methods for inversion, error analysis stressed throughout the course. Prerequisite: CmpSci. 221-222 and Mathematics 260. Three hour lecture per week. 3–3 sem. hrs.

CmpSci. 361-362—Computer Software I, II

Analysis of the structure and design of programs which process programs, i.e., assemblers, interpreters, compilers, report generators, supervisors. Syntactic, symbolic, and manipulative functions of formal languages. Implementation of simple language for a machine included as application area. Three hour lecture per week. 3–3 sem. hrs.

CmpSci. 365—Systems Analysis

Analysis and construction of applications systems. Recognition of information and data processing needs, costs and implications. Human-machine relevance and interaction. Three hour lecture per week. 3 sem. hrs.

CmpSci. 371-372—Seminar

Topics of current interest in a computer science area prepared and presented by the students with an open discussion following the presentations. 1 hour lecture per week. 1 sem hr.

*NOTE: CmpSci. 371 and 372 are required of all students with a major in Computer Science.*

CmpSci. 395-396—Senior Research

Research and topics such as simulations, artificial intelligence, theory automata, etc. Prerequisite: Permission of the Department Chairman. 3–3 sem. hrs.

# Criminology

(All Criminology courses are offered in City College)

Crim. 201—Elements of Police Supervision

An introductory course dedicated to in-service students. For the police officer who aspires to supervisory rank and the supervisor who wishes to improve his skills. 3 sem. hrs.

Crim. 221—Role of Law Enforcement

An introduction to the role of the police in the community. Introduces the future or newly employed police officer to the role he is now filling. Serves as a guide to the non-policeman who wishes to make himself aware of the role of law enforcement. All areas of law enforcement are covered with special focus on municipal police departments. 3 sem. hrs.

Crim. 305—Police Administration

Functions and activities of police agencies. Police Department organizations, responsibilities of police chiefs in the administration of line, auxiliary and staff units. Policy formulations. Current administrative experimentation on law enforcement agencies. 3 sem. hrs.

Crim. 315-316—Criminal Law

Elements and proof in crimes of frequent concern in law enforcement with reference to principal rules of criminal liability. Importance of criminal law at the enforcement level is considered from crime prevention to courtroom appearance. 3 sem. hrs.

Crim. 317-318—Juvenile Delinquency

The seriousness of the social problem called Juvenile Delinquency and the tremendous importance of the peace officer's role in the lives of children are stressed. 3 sem. hrs.

### Crim. 319—Crime and Delinquency

Exploring the difficulties faced by individuals and groups in trouble and considering modern methods of treatment. 3 sem. hrs.

### Crim. 320—Criminal Investigation

This course is designed to supplement practical police experience with the principles of the art and science of modern criminal investigation, detection and interrogation. 3 sem. hrs.

### Crim. 321—Administration of Justice

Operations of law enforcement as they apply to the and affect the primary functional areas in the administration of justice: police, prosecutor, courts, probation, parole, and correctional institutions. Bail, extradiction and rendition, and clemency are also studied in relation to the processing of offenders. 3 sem. hrs.

### Crim. 335—Comparative Legal Systems

Proceeding from a philosophical background, this course will stress the law enforcement official's role in establishing stable public order in a democratic society. 3 sem. hrs.

### Crim. 340—Penology I

A survey of the history and philosophy of probation and parole practices. Special attention shown to vocabulary, theories, and relation to other agencies. Current practices examined in light of recent research. 3 sem. hrs.

### Crim. 345—Penology II

A survey of existing institutions, both penal and mental. Special consideration of treatment procedures. Visits to correctional institutions to be an integral part of the study. 3 sem. hrs.

### Crim. 350—Criminalistics

General course in scientific crime detection techniques. 3 sem. hrs.

### Crim. 360—Probation and Parole Administration

Basic definitions, policy planning, staffing, presentence investigations, prerelease procedures, use of community resources, and evaluation of current activities. 3 sem. hrs.

### Crim. 365—Correctional Institutions.

Institutional management of the offender for individual treatment purposes from admission through release. 3 sem. hrs.

# Dental Hygiene

### D.H. 101–102—Dental Hygiene Orientation

A survey of the practice of Dental Hygiene and the practice of Dentistry. 2–1 sem. hrs.

### D.H. 201—Dental Morphology

The study of the structural formation of the permanent and primary teeth. Emphasis is placed on the anatomy of the teeth as it relates to the practice of dentistry and dental hygiene. 4 sem. hrs.

D.H. 202—Dental Materials and Dental Assisting

A lecture-demonstration course designed specifically to introduce the materials used in dentistry. The role of the Hygienist as an intricate member of the dental health team is stressed. 2 sem. hrs.

D.H. 204—Roentgenology

Technical aspect of the contemporary intra oral type of x-ray, cephalometric, extra oral, as well as the panorex type. 1 sem. hr.

D.H. 206—Dental Health Education

Principles of dental health education in individual and group situations incorporating the effective use of audio-visual aids. Principles of research methodology are included. 2 sem. hrs.

D.H. 212—General and Oral Pathology

Students learn to distinguish anatomical deviations from normal with regard to the oral cavity and associated structures. In addition, consideration is given to the causes and effects of diseases. The role of the dental hygienist in disease prevention is emphasized. Subject matter includes developmental distrubances, inflammatory conditions, retrograde conditions and neoplasms. 4 sem. hrs.

D.H. 213-214—Clinical Practice Laboratory

Principles and practice of proper insrumentation. Experience is gained by practice on manikins and fellow students 2–1 sem. hrs.

D.H. 301—Nutrition and Dietetics

The principles of nutrition in relationship to good health with special emphasis on dental implications. The food needs of normal individuals of different ages and the selection of food for the maintenance of maximum health are stressed. Experiences in diet analysis and diet counselling for various types of dental patients included. 2 sem. hrs.

D.H. 303—Periodontology

Study of the diseases of the gingival and periodontal tissues, their preservation and cures. 1 sem. hr.

D.H. 309—Medical Emergencies

The common medical emergencies that may occur in the dental office. Cardiac pulmonary resuscitation is stressed. Various methods of administering drugs are demonstrated. 1 sem. hr.

D.H. 305—Pedodontology

The intent of this course is to prepare the hygienist to have a positive approach to the child patient and to be exposed to situations which can be expected in private practice. Special emphasis is placed on the technique and interpretation of dental radiology as pertains to the child; dental caries and its control in the pedodontic patient; behavior management of the child and parent; development of occlusion; preventive orthodontics; and traumatic injuries to the child. 1 sem. hr.

D.H. 311—Pharmacology

Lectures on the sources of drugs, methods of administration, classification, dosage and therapeutic application. Orientation in pharmacology as it affects the clinical practice of dental hygiene and dentistry. 2 sem. hrs.

D.H. 307—Community and Preventive Dentistry

Theories of preventive dentistry, medicine and public health with special emphasis on methods which promote better dental health through school and community services. 1 sem. hr.

### D.H. 308—Dental Hygiene Seminar

Included are practice management, ethics, economics, jurisprudence, and State Dental Laws as they affect the practice of the dental hygienist. 2 sem. hrs.

### D.H. 331-332—Clinical Practice

The actual practice of the dental prophylaxis, exposing and processing x-rays, fluoride applications, dental health education, charting the mouth, and various other duties of the dental hygienist. Clinic training is under direct and close supervision and provides individual instruction. Clinic practice is obtained at Loyola University, at Veterans Administration Hospital, Crippled Children's Hospital, and the Cerebral Palsy Center. 4-4 sem. hrs.

### D.H. 316—Advanced Clinical Dental Hygiéne

An analysis and comprehensive study of the advances in Dental Hygiene. Projects will be assigned involving the expanded duties in preventive dentistry and advanced dental health research. 2 sem. hrs.

### D.H. 333–334—Directed Dental Hygiene Teaching

A seminar on conceptual course development, teaching techniques and methods of evaluation. In addition to the didactic portion of the course, the students are given experience in practice teaching. 6 sem. hrs.

## Drama and Speech

### D.S. 101–102—Fundamentals of Speech

Study of the factors governing good speech content and delivery; an introduction to speech behavior in human interaction. 6 sem. hrs.

### D.S. 103–104—Principles of Production

Introduction to the principles of theatre production: scenery, lighting, properties, makeup, and other elements of the performance situation. 6 sem. hrs.

### D.S. 109-110—World Theatre

Excursions in the major periods of theatre from Greek tragedy and Roman comedy to the Restoration comedy of England; from the Baroque Theatre to the avant-garde of Europe and America. 6 sem. hrs.

### D.S. 201-202—Radio and TV Voice (City College credit only)

Designed to develop the basic skills required for effective performance in acting situations with attention given to voice, diction, script analysis and characterization as they relate to microphone and camera. 6 sem. hrs.

### D.S. 204—Argumentation and Debate

Inductive and deductive reasoning as bases of argumentative speaking. Evaluation of evidence. Studies will prepare and present classroom debates. 6 sem. hrs.

### D.S. 209–210—Oral Interpretation of Literature

A study of the techniques of oral presentation of poetry, drama; practice in delivery of selected types of literature; exercises for the development of tone, melody, timing, and emphasis.

### D.S. 211—The Actor's Art

Leading theories and basic techniques of acting. One of the final assignments will be the taping of a dramatic reading for testing achievement in diction and interpretation. 3 sem. hrs.

D.S. 212—The Director's Art

Leading theories and techniques of stage directing. Prerequisite: D.S. 211. 3 sem. hrs.

D.S. 214—Body Movement for the Theatre

Foundation course for the basic forms of narrative and lyric movements; fundamentals of mime and pantomine. 3 sem. hrs.

D.S. 215—Mime and Pantomine

Training in human plasticity through the media of mime and pantomine. 3 sem. hrs.

D.S. 303–304–305–306—Play Production

An intensive six week course in which the class meets five nights each week from 7:30 to 10:10. All class work involves the production of one full-length play. Assignments will include work on makeup, costuming, lighting, acting, directing, set design and construction, and other facets of theatre production. Students may elect to work on the first or second major production of the Fall or Spring semester. 12 sem. hrs.

D.S. 307–308–309–310—Experimental Theatre

Discussion and exploration of contemporary theatrical expression, e.g., Story Theatre, Theatre of Ritual, Rock Opera, theatre games. Emphasis on process. 12 sem. hrs.

D.S. 311–312—Summer Stock Play Production

All work in class involves the production of a full-length play during summer school. Assignments are available in every phase of production. 6 sem. hrs.

D.S. 313–314—Children's Theatre Workshop

Emphasis on creativity, encouraging children to use their own imagination. Open for credit only to those who serve as instructor's assistants. 6 sem. hrs.

D.S. 325—Lighting for the Theatre

A theoretical and practical course in the principles and practices of stage lighting for the theatre, television, and allied media. 3 sem. hrs.

D.S. 328—Beginning Set Design

A practical course in the methods and materials of stage design. 3 sem. hrs.

D.S. 329—Advanced Set Design

Special problems in designing for the theatre. Students are expected to supply renderings and plans for the productions of the department. Prerequisite: D.S. 328 or instructor's permission. 3 sem. hrs.

D.S. 330–331—Advanced Technical Theatre

A detailed analysis of equipment and procedures in the execution of plans for the scenery, lighting and costuming of theatre presentations. Assignments will be released to the yearly productions of the department. Prerequisite: D.S. 103–104 or instructor's permission. 6 sem. hrs.

D.S. 340–341—Principles of Playwriting

Analysis of linear and non-linear plays for an appreciation of principles operative in both. The student is expected to complete at least one one-act play or the first draft of a full-length each semester. 6 sem. hrs.

D.S. 351–352—History of the Theatre

Survey of theatrical art in relation to social, political and economic backgrounds. 6 sem. hrs.

### D.S. 361–362—History of The Drama

Development of dramatic forms from the Greeks to the present. Prerequisite: D.S. 351–352 or approval of instructor. 6 sem. hrs.

### D.S. 370–371—Special Problems in Theatre

Aesthetic problems related to the production of particular dramatic works. Involves independent studies; the attendance of rehearsals and performances of producing organizations in New Orleans, and special assignments. 6 sem. hrs.

### D.S. 384—The Theatre of Pilgrimage

A study of plays from Shakespeare to Ionesco that use the metaphor of journey or pilgrimage to probe the meaning of man. The theme of pilgrimage will be studied in the light of the theology of hope. The Greek Theatre will enter into the study to provide contrast, and the medieval theatre to show beginnings. 3 sem. hrs.

### D.S. 386—The Cinema of Pilgrimage

A study of films from all over the world (including plays adapted for film) that show man in pilgrimage, man in his search for meaning both within himself and within the mobile forces of society. Whether or not that search for meaning is open-ended will be of major concern. 3 sem. hrs.

### D.S. 398—Techniques of Psychodrama

Practice in the techniques of role playing, sociometry, and role theory as devised by Moreno for spontaneous drama arising from problems within the group. 3 sem. hrs.

### D.S. 399—Advanced Psychodrama

Extended application of the psychodramatic techniques devised by Dr. J. L. Moreno with emphasis on spontaneous theatre within an advanced controle group. Prerequisite: D.S. 398 or instructor's permission. 3 sem. hrs.

### D.S. 400—Readings in Drama

Selected reading of plays with particular emphasis on problems in staging. 3 sem. hrs.

# Economics

## I. ECONOMIC THEORY, ECONOMIC PROBLEMS, ECONOMIC POLICIES

### Eco. 201—Principles of Economics

This course and its companion (Eco 202) provide the gateway to all advanced courses in economics. Macroeconomics: the emphasis is on the level of economic activity. A survey of the roles of business, government, labor and the consumer in the economy, the principles of national income accounting, income and employment theory, monetary institutions and theory, cyclical fluctuations, monetary and fiscal policy. Prerequisite: Soph. standing. 3 sem. hrs.

### Eco. 202—Principles of Economics

Microeconomics: the emphasis is on the composition of economic activity. Elementary theory of pricing and distribution of income under the alternative market situations of completion, monopoly, oligopoly, monopolistic competition. Also included are a simplified theory of international trade, the problems of national economic development, and a survey of alternative economic systems. Prerequisite: Soph. standing. 3 sem. hrs.

### Eco. 310-311—Economic Statistics

Collection, analysis and presentation of statistical data; principles of sampling, measures of reliability for testing and estimation problems, index numbers; time series analysis; business barometers and forecasting: the use of the normal curve. Primary emphasis is placed on statistical methods with application to practical business and economic problems rather than mathematical derivation. Mathematical knowledge beyond college-level algebra is not required for satisfactory performance in the course. Prerequisite: M.B.E. 210. 6 sem. hrs.

### Eco. 321—Intermediate Microeconomic Analysis

A comprehensive and intensive course in microeconomic analysis which covers the scope and methodology of economics, the theory of consumer demand, price determination, production in the firm and industry, and factor price determination. Special emphasis is placed upon applications of these principles to managerial decision making and to current problems. Prerequisite: Eco. 201-202, M.B.E. 210. 3 sem. hrs.

### Eco. 322—Intermediate Macroeconomic Analysis

An intensive and comprehensive study of aggregative economic analysis which covers the measurement of aggregative economic activity and the theory of income and employment. Special attention is given to the role of aggregate consumption, savings, investment, and government in determining the level of income and employment. Other topics considered are foreign trade and finance, money and interest, the price level, and growth and stability in economic activity. Emphasis is placed upon the application of principles to current economic problems. Prerequisite: Eco. 201-202, M.B.E. 210. 3 sem. hrs.

### Eco. 325—Business Cycles

Business cycle theory studies the performance of the economy as a whole, and the interrelations between the various sectors of the economy. Many business cycle theories have been developed, and they will be studied in historical perspective as well as with respect to their applicability today. National income analysis forms part of this study. Analysis of past business cycles will round out the subject matter of this course. Together with the intensive study of national income accounting and analysis in Eco. 322, the course work in Eco. 325 will prepare the interested student for serious graduate work in aggregate economics. Prerequisites: Eco. 201, 202, M.B.E. 210. 3 sem. hrs.

### Eco. 326—History of Economic Thought

A selective inquiry into the development of economic thought from the Merchantilists to contemporary economic theories. Prerequisite: Eco. 201-202, M.B.E. 210. 3 sem. hrs.

### Eco. 328—Urban Economics

Two out of three Americans live in urban areas. This course analyzes the problems of urban life; urban growth, income inequality, poverty, land use, government services and finance, suburbanization and proposed solutions to these problems. The analysis of urban life in this course concentrates on economic factors, but includes relevant aspects of other social sciences. Prerequisite: Eco. 321. 3 sem. hrs.

### Eco. 330—Preface to Econometrics

Econometrics is a tool now widely used in economic research by government as well as business. This course is designed to give the student a basic understanding of the way econometrics deals with economic problems. Prerequisites: Eco. 310, 311, 325. 3 sem. hrs.

### Eco. 331—Labor Economics

A course combining a survey of the institutional and legal environment conditioning the conduct of industrial relations in the American economy with an application

of economic analysis to the main issues of the labor market. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 332—Government and Business

A survey and assessment of the increasing and varied participation of government in the American economy. Attention is also given to the legal and socio-philosophical foundation of governmental participation in the economic process. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 333—Comparative Economic Systems

A study of the theoretical foundation and practical functioning of differentiated economic systems. Attention is also given to the doctrine of the Papal encyclicals on the fundamentals of economic organization. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 334—Economic Research

In this course, students will be required to choose a topic to do research on it, and to produce a paper. At regular meetings, progress reports will be made, students will discuss these reports, will make suggestions to each other, and listen to suggestions by the professor. A limited number of students will be admitted. Prerequisite: Eco. 325. 3 sem. hrs.

### Eco. 335—Marxian Theory and Marxist Theory

This course will begin with an intensive study of relevant parts of CAPITAL to be followed by Lenin's IMPERIALISM and writings of Stalin and Marx. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 338—Population Economics

With the current phenomena of the population explosion, economists have become increasingly interested in studying the relationship of size, the age —, the sex —, and occupational — distribution of the population, the relationship of population and technology to economic growth, and the political, social and economic aspect of human ecology. Prerequisite Eco. 321 or permission of instructor. 3 sem. hrs.

## II. ECONOMIC HISTORY

### Eco. 313—Economic History of Europe

The basic forms of the modern free enterprise economy were developed in Europe, and transplanted to America where they were modified and developed further. Thus, the American form of the modern economy can be fully understood only against the background of its origins in Europe. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 314—Economic History of United States

A survey of the outstanding developments since the Colonial days in agriculture, banking, transportation, labor and population, foreign trade and tariff, and marketing. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 342-343—Transportation (City College credit only)

This course traces the development of transportation legislation and the regulations of transportation as a national policy. Carriers' obligations with respect to service and rates as well as shippers' rights and remedies are examined. Practical aspects of operating practice under Federal and State regulations are considered. 6 sem. hrs.

### Eco. 391—Economic Development in Historical Perspective

The history of economic development in modern times and various theories of economic development form the core of studies in this course. An attempt will then be made to assess the development possibilities of presently under-developed areas in the light of insights gained by the core studies. 3 sem. hrs.

## III. INTERNATIONAL ECONOMICS

### Eco. 301—International Economics

This course covers the theory of foreign trade, tariff theory, and international investment problems. Special attention is given to the history of trade, the economic bases for trade, balance-of-payment and foreign exchange problems. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Eco. 303—Latin American Economics and Trade

A survey of the outstanding economic and social development in Central and South America. Much of the course is concerned with the Latin-American countries as sources of imports and as export markets, and major emphasis is placed on the Latin American area as an outlet for United States investment. Prerequisites: Eco. 201–202. 3 sem. hrs.

### Eco. 309—World Trade Markets

A survey of the present-day trade with selected regions of the world. Emphasis on the major imports and exports of Europe, Asia, Africa and Oceania; trade channels to and from the United States, especially the Mississippi Valley; trading methods and policies; commercial treaties; current exchange and commercial restrictions; foreign credit conditions and information; potentialities of trade among the regions. This course contemplates a study of general economic conditions and emphasizes methods of assembling and interpreting data on foreign markets. Prerequisite: Mk. 205. 3 sem. hrs.

### Eco. 342–343—Transportation (City College Credit Only)

This course traces the development of transportation legislation and the regulations of transportation as a national policy. Carriers' obligations with respect to service and rates as well as shippers' rights and remedies are examined. Practical aspects of operating practice under Federal and State regulations are considered. 6 sem. hrs.

# Education, Physical Education and Library Science

## GENERAL EDUCATION

### Ed. 002—Teacher's Aids

As a prerequisite to student teaching, the student must participate in 50 clock hours of approved organized activities assigned by the Department of Education. 0 sem. hrs.

### Ed. 100—Introduction to Education

A survey of the field from the standpoint of professional orientation to education. 3 sem. hrs.

### Ed. 310—History of Education

The historical foundations of modern education; the aims and methods of education in our western civilization. 3 sem. hrs.

### Ed. 321—Philosophy of Education

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents and state regarding education, and the phil sophical aspects of curriculum and methodology. 3 sem. hrs.

### Ed. 333—Educational Psychology

A study of psychological principles as they apply to field of education including nature of man, nature of mental abilities, motivation, the learning process, individual differences, and principles of mental hygiene. 3 sem. hrs.

### Ed. 334—Educational Psychology

This course is primarily a study in the history of present marijuana law and a description of methods used by law enforcing personnel to curtail the use of marijuana. This course is for Non-education majors. It cannot be taken in lieu of Educational Psychology 333. 1 sem. hr.

### Ed. 363—Audio-Visual Aids

The administration of an audio-visual program and the effective utilization of audio-visual equipment, materials and techniques. 3 sem. hrs.

### Ed. 370—Principles of Guidance

A survey of the nature, purposes, principles and practices of guidance in our educational system. 3 sem. hrs.

### Ed. 371—Tests and Measurements

The principles and practices utilized in the construction and improvement of teacher-made tests and an appraisal of the various types of standardized tests available to school systems. 3 sem. hrs.

### Ed. 399—Independent Research Project in Education

Individual Research Project, under close supervision of a faculty member, to enrich the teacher preparation of the student. 1–3 sem. hrs.

## ELEMENTARY EDUCATION

### Ed. 152—General Geography

This course deals with the basic concepts of general geography as an area of the social studies. 3 sem. hrs.

### Ed. 155—Art for Elementary School Teachers

Practical experience in art at the elementary level. 3 sem. hrs.

### Ed. 230—Child Psychology

A study of the growth and development of the child from birth to adolescence with emphasis on motor functioning, language, intelligence, social and emotional adjustment, moral formation. 3 sem. hrs.

### Ed. 254—Children's Literature

A study of children's literature, its uses in the elementary school, and the theory of story telling, K-6. 3 sem. hrs.

### Ed. 344—Introductory Learning Disabilities Seminar

Treats the various professional approaches used in understanding disabled learners through exploring the basic recognition, understanding and remediation of learning disability problems. 3 sem. hrs.

### Ed. 350—Student Teaching

Student teaching is that part of the professional laboratory experience designed to help the student to understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be planned so that the student teacher will be able to spend all day for the five days each week at the off-campus laboratory school the entire semester designated for student teaching. No other courses may be taken during this semester. During this time the student is engaged in directed observation, participation, frequent conferences with the Supervising Teacher, and actual teaching conferences, individual and group, are held with the College Supervisor. A student who is enrolled in Education 350 must be engaged in this work during the entire 18 weeks of the semester. Anyone who is judged by the Department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for student teaching: A point-hour ratio of 2.25 quality points in the teaching field,

the successful completion of the junior year of the program that the student is following, and formal application to student teaching during the prior semester.
8 sem. hrs.

### Ed. 352—The Teaching of Reading in the Elementary School

The methods and materials used in reading instruction in most types of elementary schools will be studied. 3 sem. hrs.

### Ed. 353—The Teaching of the Social Studies in the Elementary School

This course is based upon the research findings to meet the needs of the elementary school child for understanding and learning to live in "Our World." Emphasis is upon learning to organize unit teaching. 3 sem. hrs.

### Ed. 354—The Teaching of Science in the Elementary School

The offerings of nature study and elementary science toward the unification of the curriculum stressed through the use of visual aids. 3 sem. hrs.

### Ed. 355—The Teaching of Arithmetic in the Elementary School

A review of arithmetic, the development of number concepts through insights and understanding growing out of the child's experience. The use and the interpretation of diagnostic materials and analysis of the abilities used in problem solving.
3 sem. hrs.

### Ed. 356—Professional Seminar in Elementary Education

Seminar discussion meetings, emphasizing the practical aspects of teaching at the elementary level, are planned to assist the student while he is engaged in student teaching. This course is a prerequisite to student teaching. 2 sem. hrs.

### Ed. 358—Language Arts and Social Studies in the Elementary School

Designed to familiarize the student with the major areas in teaching the Language Arts. The field of Social Studies will be developed, emphasizing correlation and the unit method. 3 sem. hrs.

### Ed. 359—Reading Skills

A course designed to explore, in depth, the skills to be developed in a reading program, the grade-placement of these skills, and methods for developing efficiency in the application and usage of these skills. 3 sem. hrs.

### Mu. 258—Music Essentials and Methods for Elementary Teachers

A course for the elementary teacher in the fundamentals of music; elementary piano accompaniments; rhythm band activities; sociological and psychological uses of music. 3 sem. hrs.

### Ped. 389—Techniques in Health Education in the Elementary School

Methods, materials, and trends in the elementary school health program.
2 sem. hrs.

### Ped. 390—Techniques in Physical Education in the Elementary School

The study of the techniques, curriculum, and trends of the physical education program in the elementary school. 2 sem. hrs.

## SECONDARY EDUCATION

### Ed. 301—The Modern High School

The development, objectives, curriculum, administration, and supervision of the high school; guidance and extracurricular activities and evaluation at the high school level. 3 sem. hrs.

### Ed. 302—Adolescent Psychology

A study of physical, emotional, intellectual, social and moral development of the

adolescent with application to the mental health and education of the adolescent. 3 sem. hrs.

### Ed. 349—Secondary Student Teaching

Student teaching is that part of the professional laboratory experience designed to help the student to understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be planned so that the student teacher will be expected to spend 4 hours for the five days each week at the off-campus laboratory school the entire semester designated for student teaching. During this time the student is engaged in directed observation, participation, frequent conferences with the Supervising Teacher, and actual teaching. Conferences, individual and group, are held with the College Supervisor. A student who is enrolled in Education 349 must be engaged in this work during the entire 18 weeks of the semester. At the secondary level student teaching must be in a subject in which the student will be certified. During this semester a student is permitted to schedule a maximum of two courses. Anyone who is judged by the Department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for secondary student teaching: Ed. 002 or its equivalent as determined by the Education Department, a point-hour ratio of 2.25 quality points in professional courses and teaching field, the successful completion of the junior year of the academic program, and formal application for student teaching during the prior semester. 6 sem. hrs.

### Ed. 351—Secondary School Methods

This course includes the psychology of specific high school subjects and the methods of teaching these subjects. 3 sem. hrs.

### Ed. 360—Teaching Reading in the Secondary Schools

This course is designed for any teacher connected with the language arts in the secondary schools, including grades 7 through 12. Remedial, corrective, and developmental procedures will be discussed. "How to read" in all subject matter areas will be explored. The various materials used in secondary school reading programs will be inspected, including machines and "programmed" materials. 3 sem. hrs.

## HEALTH, SAFETY AND PHYSICAL EDUCATION

All education students are required to take four semester hours of Physical Education during their freshman and sophomore years. They must take Ped. 125 during any one of four semesters. The remaining two semester hours may be satisfied by any of the Physicial Education activity classes.

### Ped. 110—Riflery - The fundamentals of Riflery

1 sem. hr.

### Ped. 111—Archery - The fundamentals of Archery

1 sem. hr.

### Ped. 112—Folk & Square Dancing - The fundamentals of Folk and Square Dance

1 sem. hr.

### Ped. 113—Teamsports - A course designed to promote acquisition of skills in selected Teamsports

1 sem. hr.

### Ped. 114—Body Conditioning - A course designed to promote physical fitness and body proficiency

1 sem. hr.

Ped. 115—Badminton - The fundamentals of Badminton
1 sem. hr.

Ped. 116—Tennis - The fundamentals of Tennis
Course may be waived on the basis of proficiency test. 1 sem. hr.

Ped. 117—Swimming - A beginners course in Swimming
1 sem. hr.

Ped. 118—Bowling - The fundamentals of Bowling
1 sem. hr.

Ped. 119—Golf - The fundamentals of Golf
1 sem. hr.

Ped. 120—Beginning Ballet
2 sem. hrs.

**Ped. 121—Physical Education (Adaptive) - A course adapted to fit the needs of men and women for whom vigorous activities are not suitable
2 sem. hrs.

Ped. 122—Gymnastics
The fundamentals of gymnastics and apparatus. 1 sem. hr.

Ped. 123—Scuba Diving
Basic principles of skin diving. 18 hours of instruction. Permission of instructor in required. 1 sem. hr.

Ped. 125—First Aid and Safety
2 sem. hrs.

Ped. 130—Intermediate Ballet
1 sem. hr.

Ped. 131—Modern and Social Dance
The principles of practices of modern, contemporary, and social dances. 1 sem. hr.

Ped. 302—American and Foreign Folk Dance (Majors & Minors) - Methods, Materials, aand Techniques in American & Foreign Folk Dance
1 sem. hr.

Ped. 303—Methods of Teaching Dance
Techniques and theory of dance instruction. 3 sem. hrs.

Ped. 240—Choreography
Designing, staging, and composing ballets and special dances. 2 sem. hrs.

Ped. 320—Ballet Repertory

Ped. 160—Techniques of Officiating
Designed to teach the basic skills of officiating in selected team sports. One hour lecture and one hour per week of practicum. 2 sem. hrs.

Ped. 162—Introduction to Health & Physical Education
A study of the philosophies, history, and principles of health and physical education. 2 sem. hrs.

**Admission on approval by Director of Physical Education. Written exemption from a Medical Doctor.

Ped. 168—Folk and Social Dancing
Principles and practice of folk and social dances. 2 sem. hrs.

Ped. 245—Organization and Administration of the Health Program in Secondary Schools
Designing, supervising, and evaluating the school health program. 3 sem. hrs.

Ped. 250—Safety Education Program in the Schools
Aims and objectives of the school safety program; trends in school safety; materials and techniques in teaching safety. 2 sem. hrs.

Ped. 251—History and Principles of Health and Safety Education
A general course in the history and principles of health and safety in the school and community. 2 sem. hrs.

Ped. 260—Methods of Teaching Team Sports (for men)
Methods, program planning, and research, relevant to teaching team sports for men. 3 sem. hrs.

Ped. 262—Baseball and Track
Basic skills, team strategy, techniques of baseball and track. 3 sem. hrs.

Ped. 263—Athletic Injuries and First Aid
A professional course for athletic coaches and physical education instructors on the typical athletic injuries and their prevention and treatment. 2 sem. hrs.

Ped. 265—Individual and Dual Sports (for Men and Women)
Individual and dual sports. Program planning evaluation, research relevant to individual sports. 3 sem. hrs.

Ped. 202—Methods of Teaching Dance (Women)
Techniques and theory of dance instruction. 3 sem. hrs.

Ped. 343—Health Education
A basic course in Health (not open to Physical Education Majors or Minors) 2 sem. hrs.

Ped. 360—Football (for Men)
Basic skills of football. 3 sem. hrs.

Ped. 361—Organization, Administration and Methods of Health and Physical Education.
The organizing, administrating and teaching of various Physical Education programs in the schools. 3 sem. hrs.

Ped. 363—Basketball (for Men)
Basic Skills of basketball. 3 sem. hrs.

Ped. 364—Personal and Community Health
Service and instructing in health, practical applications of personal and community health for the teacher. 3 sem. hrs.

Ped. 365—Methods of Teaching Team Sports (for Women)
Methods, program planning, and research, relevant to teaching team sports for women. 3 sem. hrs.

Ped. 380—School and Community Recreation
Organization and Administration of Recreation programs 2 sem. hrs.

Ped. 385—Methods and Materials in Health Education in the Secondary Schools

Study of trends and methods in health; health examinations. 3 sem. hrs.

Ped. 388—Camping and Outdoor Recreation

Practical experience in camping, camp counseling, and outdoor education and recreation. 2 sem. hrs.

Ped. 389—Techniques in Health Education in the Elementary School

Methods, materials, and trends in the elementary school health program. 2 sem. hrs.

Ped. 390—Techniques in Physical Education in the Elementary School

The study of the techniques, curriculum and trends of the physical education program in the elementary school. 2 sem. hrs.

Ped. 391—Curriculum Designs in Physical Education

The study of the basic foundations for the inclusion of various activities at different grade levels. (P.E. majors only.) 3 sem. hrs.

## LIBRARY SCIENCE

Ls. 201—School Library Administration

A study of the aims and an understanding of the basic principles of library administration in the light of the twentieth century educational principles. Developing skills by practice in purchasing, budgeting, processing, circulation, including weeding and withdrawals, and publicity. Efficient planning and arrangement of library equipment. Training of professional and clerical personnel. Relationship of the librarian with the administration, faculty, and students. Prereqisite for LS-390. 3 sem. hrs.

Ls. 202—Functions of the School Library

Presentation of the aims and functions of library service through a historical development of school library service. The uses of various library materials and services with special consideration of reference service, guidance in reading: instruction in the use of the library. Classification and cataloging, setting up and maintaining a card catalog, shelf list, vertical file; filing; mending, and binding routines. 3 sem. hrs.

Ls. 311—Selection of Books for Children

Analysis of the principles and tools in the selection of books and audio-visual aids for children from the first through the seventh grades. Development of the ability to evaluate various types of books for library use with emphasis on writers, illustrators, publishers, and editions. Classics and current books are read and evaluated to develop skills in recognizing the literature that appeals to children. 3 sem. hrs.

Ls. 312—Selection of Books for the Young Adult

Criteria for selection of books and audio-visual aids for the young adult based on the educational program of the school. Skillful use of tools in the various areas of knowledge; reading guidance, reading and evaluating current trends in present day books and the choice of some adult books for the young adult. Examination of printed and audio-visual tools. 3 sem. hrs.

Ls. 351—Selection of Library Materials

Instruction in the use of reference materials; their content, evaluation, organization and use. Examination of the textual features of books. General characteristics of

reference material in their relations to the school curriculum. Methods of selecting reference material and instruction in their use. 3 sem. hrs.

Ls. 390—School Library Observation and Practice

Provides prospective school librarians with the opportunities to apply and test their knowledge of the theories acquired in preceding courses. Affords the means to acquire skills and aptitudes in the administration of the school library. Prerequisite: LS 201. 3 sem. hrs.

# English

En. 101-102—English Composition (City College credit only)

Rapid grammar review and introduction to accurate and comprehensive reading; introduction to research. Course designed to further develop the students ability to compose thoughts and express them in written form. 3–3 sem. hrs.

En. 201—Major Literary Types I (City College credit only)

A study of the novel and short story will be combined with intensive writing. 3 sem. hrs.

En. 202—Major Literary Types II (City College credit only)

A study of poetry and drama will be combined with intensive writing. 3 sem. hrs.

En. 110–111—Literature and Life

A series of thematically oriented courses, providing subject matter for composition and presenting a systematic introduction to writing. Titles of sections and booklists will be published prior to each term. 3 sem. hrs.

En. 212–215—Introduction to Literary Forms

3 sem. hrs.

En. 212—Introduction to Fiction

En. 213—Introduction to Drama

En. 214—Introduction to Poetry

En. 215—Introduction to Poetry and Drama

The 300 level sequences are for English majors. Only non-majors who have completed the basic 12 hour requirement of 110–111 and 212–215 courses may enroll. NOTE: These are 4 hour courses.

En. 301–302–303—British Literature from the beginnings to the present.

Students may take these courses in any order.

En. 301—A Survey of Literature from the Middle Ages to the death of Elizabeth in 1603.

Poetry and drama will be emphasized, with some attention paid to prose. The main figures will be the Beowulf poet, Chaucer, Spencer, and Shakespeare. 4 sem. hrs.

En. 302—Poetry, drama, and prose from 1603 to 1798.

Figures may include Donne, Milton, Dryden, Pope, Swift, and Johnson. 4 sem. hrs.

En. 303—A survey of English literature from the romantic movement to the modernist and beyond.

Figures may include Blake, Keats, Tennyson, Browning, Lawrence, Joyce, Yeats, Conrad, and Woolf. 4 sem. hrs.

En. 310–311—Intensive surveys of American literature and its tradition.
Both major and minor figures will be studied as well as the aesthetic, philosophical, and historical assumptions which underlie and inform their works.

En. 310—American literature from the beginnings to 1914.
Figures may include Thoreau, Poe, Hawthorne, Melville, Whitman, Twain, and James. 4 sem. hrs.

En. 311—American literature from 1914 to the present.
Figures may include Eliot, Pound, Frost, Faulkner, Fitzgerald, Hemingway, Arthur Miller, and Albee. 4 sem. hrs.

En. 320–231—World Literature from the beginnings to 1850.

En. 320—World literature to the end of the Middle Ages.
The course will examine classics of Greek and Roman antiquity, including such figures as Homer, Sophocles, and Vergil. Medieval figures will include the Beowulf poet, Dante, and Chaucer. 4 sem. hrs.

En. 321—World Literature from the Renaissance to 1850.
The course will include Western classics by such figures as Rabelais, Cervantes, Balzac, Racine, Goethe, and others. 4 sem. hrs.

En. 330–331–332—The Moderns
A sequence of three interrelated courses presenting the international literature of the modernist movement, beginning as far back as 1850 with the French Symbolists and proceeding to the movements of the present such as absurdist drama and the New Wave novel. The procedure will be thematic rather than chronological and will include such figures as Yeats, Pound, Eliot, Auden, Stevens, Rilke, Kafka, Mann, Valery, Proust, Camus, Lorca, and Faulkner. 4 sem. hrs.

400 level courses are for English majors, non-majors who wish to take them as electives will be admitted on a space available basis and should consult with the instructor.

En. 405—The Epic
A course illustrating the development of the epic, beginning with intensive study of Homer and Vergil. Some attention will be given to the minor classical epics and to selected medieval writings. 3 sem. hrs.

En. 408—Chaucer
A close reading of the major works, with attention to the minor poetry and the minor English poets of the 14th and 15th centuries. 4 sem. hrs.

En. 418—Renaissance Poetry
A consideration of the poetry of the major figures of the period: Wyatt, Surrey, Sidney, Shakespeare, Jonson, Donne, Herbert, and Marvell, but omitting the longer works of Spencer. 3 sem. hrs.

En. 419—Spencer and Milton
The development of both writers in relation to their age, with intensive readings of the major works. Both *Paradise Lost* and *The Faerie Queene* will be read in their entirety. 3 sem. hrs.

En. 427—The Age of Dryden, Swift and Pope
A survey of the major poets and prose writers of the Restoration and the 18th century to 1740 with emphasis on Dryden, Pope and Swift. 3 sem. hrs.

En. 437—Romanticism
A consideration of the romantic movement in English poetry, with collateral readings in continental writers. The course will concentrate on major figures: Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. 3 sem. hrs.

En. 447—Modern Poetry to 1940

A survey of the major figures in England and America from Whitman to the beginning of World War II, with intensive analysis of Yeats, Pound, Eliot, Frost, Stevens, Williams, and Auden. 3 sem. hrs.

En. 452—18th Century British Fiction

A study of the development of the novel in England through the ench revolution, with intensive reading in Swift, Defoe, Richardson, Fielding, ' llett, and Sterne. 3 sem. hrs.

En. 453—19th Century British Fiction

A continuation of En. 452, this course examines the development of the novel in the 19th century with the study of works of Austen, the Brontes, Thackeray, Dickens, George Eliot, Hardy, and the minor novelists. 3 sem. hrs.

En. 454—20th Century British Fiction

A continuation of En. 452–453, this course examines the fiction of writers such as Conrad, Ford, Forster, Joyce, Lawrence, and Woolf. There will be some attention given to contemporary fiction. 3 sem. hrs.

En. 455—19th Century European Fiction

A study of the major writers on the continent, especially in France, Russia, and Germany. There will be extensive reading in Stendhal, Balzac, Flaubert, Dostoyevsky, and Tolstoy. 3 sem. hrs.

En. 456—20th Century European Fiction

A survey of the chief writers of modern Europe, with attention paid to the background of the period, and including Mann, Proust, Gide, Camus, Kafka, Unamuno, Hesse, and others. 3 sem. hrs.

En. 457—Modern American Fiction

This course will concentrate on 19th and 20th century writers equally, including Hawthorne, Poe, Melville, Twain, James, Hemingway, Fitzgerald, and Faulkner. 3 sem. hrs.

En. 458—Southern Literature

A consideration of literary figures of the South with primary emphasis on twentieth century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose. 3 sem. hrs.

En. 459—American Literature: Special Topics

A consideration of individual figures, movements, or themes. Topics to be announced for each term. 3 sem. hrs.

En. 461—Jacobean and Caroline Drama

This course will cover the works of Shakespeare's contemporaries through the region of Charles I, with extensive readings in the works of Jonson, Beaumont, and Fletcher, Webster, Middleton, and Ford. 3 sem. hrs.

En. 467—Shakespeare: Comedies

This course is designed to permit extensive reading in all of Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaissance. 3 sem. hrs.

En. 468—Shakespeare: Tragedies

Intensive study of all of the tragedies with considerable attention given to the five "great" plays: Hamlet, Lear, Macbeth, Othello, and Antony and Cleopatra. 3 sem. hrs.

En. 479—Special Topics

A course on areas not usually offered in the regular curriculum. Topics will be announced for each term. 3 sem. hrs.

En. 484—Metacriticism

An introduction to the ontology of the literary act, emphasizing the continuity between various disciplines as means of mastering the metaphoric and mythic characteristics of verbal expression. 3 sem. hrs.

En. 498—Independent Study

Directed Reading and Research, optional for graduating seniors. Details to be arranged between the student and his director. 3 sem. hrs.

The following courses will be offered on a less regular basis than the ones listed above.

En. 407—Medieval Literature

En. 416—The Renaissance Epic

En. 417—Renaissance Prose

En. 428—The Age of Johnson

En. 429—Literature of the Enlightenment

En. 430—Literature of the European Romantic Age

En. 438—Victorian Literature

En. 448—Poetry from 1940 to the Present

En. 449—Black Literature

En. 460—Pre-Shakesperian Drama

En. 462—Restoration and 18th Century Drama

En. 463—19th Century European Drama

En. 464—20th Century British and American Drama

En. 465—20th Century European Drama

En. 469—Shakespeare: Histories

En. 470—Film

# Finance

Fn. 305—Money and Banking

An introductory survey of the monetary and banking system of the United States designed to provide essential background for advanced work in business administration. The main topics covered are the elements of money, banking, Federal Reserve System monetary and fiscal theory, and international developments in money and banking. Prerequisites: Eco. 201–202. 3 sem. hrs.

### Fn. 307—Corporation Finance

Methods, policy, institutions involved in financing the business corporation, financial analysis of corporations. Emphasis is on the formulation and implementation of long-term corporate financial policies and the modification of these policies to meet changing conditions. Prerequisites: Eco. 201–202, Acc. 203 or its equivalent. 3 sem. hrs.

### Fn. 308—Public Finance

Principles, policies, and problems of public expenditure. Public borrowing, debts and financial administration. Special attention is given to present day problems. Prerequisite: Fn. 305. 3 sem. hrs.

### Fn. 310—Financial Institutions

A study of the operations, sources, and uses of funds of saving and loan institutions, insurance companies, pension funds, trusts, and other financial intermediaries and the impact of this rapidly growing area of finance on the economy. Prerequisite: Fn. 305. 3 sem. hrs.

### Fn. 316—Investments

Principles of sound investment securities, markets for security issues, sources of financial information; interpretation of financial news and corporation data and reports, investment programs for individuals and institutional investors, estate planning, regulation of investment markets; the Securities and Exchange Commission. Prerequisite: Fn. 305, Acc. 203 or its equivalent. 3 sem. hrs.

### Fn. 320—Monetary and Fiscal Policy

The problems and limitations of monetary policy, its relation to fiscal policy; the relation of both to national income, business cycles, stabilization and long-term inflation, economic growth, and the balance of payments. Prerequisite: Fn. 305. 3 sem. hrs.

### Fn. 323—Contemporary Problems in Finance: Domestic and International

Problems of monetary and fiscal policy in the current phase of the business cycle, the present position of the dollar; the current balance of international payments, problems of international liquidity, other problems as they appear during the period of the course. Prerequisite: Fn. 305. 3 sem. hrs.

### Fn. 330—Quantitative Analysis

Applications of mathematics and statistical methods to solving problems under conditions of certainty and uncertainty. Cost-volume profit analysis, linear programming and games and strategic accounting accomplished. Electronic computers are utilized by students to solve complex business problems involving allocation of scarce resources. Prerequisite: Junior/senior standing. 3 sem. hrs.

## General Business

### G.B. 100—Modern Business Fundamentals

A relevant survey covering the fundamentals of modern business; how and why business operates and what effects its operations have on the indvidual business, the business comminuty in general, and society as a whole. Major emphasis is placed on the social aspects of business today and in the future, as well as those aspects of business administration and management which are essential in all scientific, professional, governmental, educational, or social activities or undertakings. The course

is designed as an elective for non-business students at the discretion of advisors. Students enrolled as business majors may elect it during their freshman year only.

### G.B. 102—Business Report Writing (Formerly G.B. 202)

Designed to aid the student in writing effective business letters and business reports. Emphasis is on general business writing principles as applicable to all major types of business writing. The student is in introduced to a variety of business forms: letters, memos, and reports. 3 sem. hrs.

### G.B. 105—Behavioral Sciences

This course is designed to familiarize the student of business administration with the fundamental principles and practices of the behavioral sciences. Emphasis is placed on the growth and development in psychology, sociology, and cultural anthropology and their increased application to the study of human behavior in working environments in business, industrial, military and governmental settings. This course is related to advanced courses in advertising psychology, marketing research and marketing psychology. 3 sem. hrs.

### G.B. 305–306—Legal Environment of Business

Employing an entirely different approach to the subject matter from that found in the typical Business Law course, this series of courses is a comprehensive and general analysis of the relation of law to business. It is designed to bring the student to a realization that the business community operates within the framework of the legal system. As background material, the course emphasizes the role of law in our society, the recognition and protection of private property; and examines the contract concept as a basic source of rights and obligations. The relation of government to business in its regulatory role as well as the evolution of social values as crystallized into legal programs such as Workmen's Compensation Statutes, Unemployment Compensation and Mechanic's Liens are essential features of this study. Prerequisite: Eco. 201–202. 6 sem. hrs.

### G.B. 340—Principles of Insurance

A course designed to acquaint the student with the basic principles of general insurance and a survey of the various types of insurance such as casualty, fire, life, health, accident, marine, etc. 3 sem. hrs.

### G.B. 341—Fundamentals of Real Estate

A study of the basic fundamentals of real estate as a practical tool and as an introduction to actual job experience. Covers such topics as appraisals, management, land utilization, listings, real estate, finance, and home building. 3 sem. hrs.

## History

### Hs. 101—Western Civilization (2000 B.C. - 1500 A.D.)

The purpose of this course is to give an introductory view of western history as a whole. This course emphasizes the foundations and development of European civilization. In this semester, early civilizations are studied in their political, economic, social, and religious aspects, and their contributions to modern civilization evaluated. 3 sem. hrs.

### Hs. 102—Western Civilization (1500 A.D. to Present)

In this semester, past movements are coordinated with present civilization by studying the present in the light of the past. Special emphasis is placed throughout on the unity and continuity of European history. 3 sem. hrs.

### Hs. 103—Survey of World Civilization (2000 B.C.-1500 A.D.)

The goal of this course is to present the early civilizations of both East and West in

their historical setting and development. Confronted with basic problems in dealing with political, economical, social, cultural, and religious endeavors, the course treats what were the solutions, compromises, and contributions left to modern man.
3 sem. hrs.

### Hs. 104—Survey of World Civilization (1500 A.D. - Present)

Continuation of the study of man on this planet as new methods were applied to his human aspirations. The results of this new technology and cross-fertilization of cultures and the concomitant problems that ensued are treated. 3 sem. hrs.

### Hs. 201—Survey of United States History I (1492–1865)

Discoveries and settlements; French and Indian wars; economic development; independence; the "Articles" and the "Constitution"; era of Jefferson; westward movements, the "American system"; the "reign" of Jackson; the Civil War. The emphasis in this course is generally political and economic. 3 sem. hrs.

### Hs. 202—Survey of United States History II (1865 to Present)

Reconstruction; economic and social developments; imperialism; agriculture vs. industry; growth of monopolies and trusts; World War I; the New Deal, American interest in world affairs; World War II; toward internationalism; the New Frontier. The emphasis in this course is generally political and economic. 3 sem. hrs.

### Hs. 203–204—Problems in American Social and Intellectual History

This approach to American History concentrates on social developments and their intellectual underpinnings. In chronicling the developments it investigates the ideas (principally American, but European as well) which led to change, the intellectual dynamism of movements, and the impact of both idea and movements on the American experience and mind. It covers in sequence such topics as immigration, slavery, populism, the Great Awakenings in religion, romantic reform, and progressivism. The two courses are not sequential; each topic is dealt with separately, though general themes run through all of them.

### Hs. 211—The Catholic Church in the United States (1526–1950)

The Church in Colonial America—Spanish, French and English; Catholics and the American Revolution; Organization; Expansion; Trusteemania; Bigotry; Provincial Councils of Baltimore; the Church and the Civil War Issues; the Church on the Frontier; Plenary Councils of Baltimore; the School Question; Nationalism; Ku Klux Klan; and the A.P.A.; the heresy of Americanism; the Church and American Labor; the Church and the American Negro and Indian. 3 sem. hrs.

### Hs. 301—Ancient History I

The Ancient Near East: the civilizations of Mesopotamia and Egypt; the Hittites; the Hebrews. Greece: the Heroic Age; the rise of the Polis; the colonies; the Persian crisis; Athens and Sparta; the cultural apogee; Macedonia, Alexander and the Hellenistic Age. 3 sem. hrs.

### Hs. 302—Ancient History II

The foundation of Rome; the early legendary period; expansion in central Italy; the Etruscans; the Gauls. Conflict in Carthage; the Punic Wars; Expansion throughout the Mediterranean. Social crisis: The civil wars. Triumph and death of Caesar; the principate; the Empire to Marcus Aurelius; the collapse of the third century.
3 sem. hrs.

### Hs. 304—The Primitive Church

Apostolic Age, geographical expansion, persecutions, organizational developments, early heresies, the Counsils of Nicaea, Ephesus & Chalcedon, popular piety. Church-State relations, the rise of monasticism. 3 sem. hrs.

### Hs. 311—Early Middle Ages (400 to 1200 A.D.)

Collapse of the Roman Empire; barbarian kingdoms; Byzantium and Islam; the

Church; survival of culture; the Carolingian Renaissance and collapse; the feudal monarchies; the Empire and the Papacy; Gregory VII; the Crusades; the twelfth-century Renaissance. 3 sem. hrs.

### Hs. 312—High Middle Ages and Renaissance (1200–1500 A.D.)

Innocent III: Frederick II; rise of nation states; Boniface VIII; Dante; Petrarch and humanism; Avignon Papacy, the Schism, the Councils; Renaissance Italy; fifteenth-century European nation-states; the Renaissance Papacy. 3 sem. hrs.

### Hs. 320—The Reformation: The Protestant and Catholic Phases

The Origins of the Reformation; Luther; Calvin; the English scene; the Scandinavian scene; the Wars of Religion; the effects of the Reformation; the Pre-Reformation attempts at reform; reactions to the Protestant Reformers; the Council of Trent; the Reformed Papacy; Revival among the Regulars; Education and Scholarship; Missions. 3 sem. hrs.

### Hs. 321—Modern Europe I (1648–1815)

Europe after Westphalia, Louis XIV, Absolutism, Enlightenment, "benevolent despots", rise of Prussia and Russia, "Old Regime", the French Revolution, Napoleon, Congress of Vienna. 3 sem. hrs.

### Hs. 322—Modern Europe II (1815–1914)

Europe after the Congress of Vienna: restoration and reaction; Nationalism, Liberalism, and Socialism; the Revolution of 1848; Louis Napoleon; German and Italian unification; Imperialism; Origins of World War I. 3 sem. hrs.

### Hs. 323—Modern Europe III (1914–1950)

World War I; Versailles; Communism in Russia; Fascism in Italy; Weimar Republic; Nazism and Hitler; Europe between the Wars; International chaos; China, Ethiopia, Spain; appeasement; World War II; beginning of the Cold War. 3 sem. hrs.

### Hs. 333—The Church in the Nineteenth Century

The Church and Napoleon, Catholic Revival, the Church and Liberalism, Loss of the Papal States, the Church in the Missions, First Vatican Council, the Kulturkampf, Leo XIII and the Social Question, Anticlericalism in the late 19th century. Modernism. 3 sem. hrs.

### Hs. 341—Contemporary World History

The Western nations in the aftermath of World War II; the Communist States in the aftermath of the War, the March towards independence in Asia and Africa—India, China, Japan, Southeast Asia, the Near and Middle East, Global Resources. Defense and Social Justice. 3 sem. hrs.

### Hs. 351—Latin American History (1492–1820)

The Latin American civilization of South America, Central America, Mexico and the Caribbean area; discovery, conquest, exploration and colonization; influence of European civilization and the Church; development of Latin American economy and culture; struggle for independence of Mexico, South America and Brazil. 3 sem. hrs.

### Hs. 352—Latin American History (1820-Present)

Foundation and development of Mexico, Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil and the smaller nations of Middle America; Latin America and the United States; Inter-American relations. 3 sem. hrs.

### Hs. 357—East Asia I

Emphasis on the foundation and development of the Great Tradition of China and Japan from earliest times down to 1600. 3 sem. hrs.

### Hs. 358—East Asia II

The Modern Transformation of China and Japan and Southeast Asia since 1600 to the present. 3 sem. hrs.

### Hs. 360—American Colonial History (1565–1783)

An examination of the British motivation for settlement and the colonial system established, with emphasis upon the economic, political, and cultural backgrounds preceding the American Revolution. The significance of the Revolution as a fulfillment of the colonial experience will receive attention. 3 sem. hrs.

### Hs. 361—Louisiana History

Exploration of the Mississippi Valley. French colonial regime. Spanish Louisiana and West Florida Acadians. Louisiana Purchase, Statehood; Constitution and tendencies. Negro: slave and free. Immigration: Irish, German and (Later) Italian. Civil War, Reconstruction, Redemption. Progressive Movement. Disenfranchisement and segregation. Huey Long. Louisiana Scandals. Contemporary decades.
3 sem. hrs.

### Hs. 365—The Age of Jackson, 1815–1845

A study of the emerging conflict of nationalism and sectionalism in American life, with emphasis on economic and political forces affecting the expansion of the American democratic process. The conflicting theories of Jacksonian Democracy, Manifest Destiny, and the Mexican War will be surveyed. 3 sem. hrs.

### Hs. 377—The Rise of Modern America 1877–1918

A systematic probe of the American responses to industrialism and the emergence of the United States as a major power in international affairs. Particular attention will be accorded the gradual decline of LAISSEZ-FAIRE thought; the intellectual and political foundations of the era's various reform movements, with special focus on Populism and Progressivism; the status of minority groups in a rapidly-changing society; the rationales undergirding America's expansionism and sense of mission; and the historiography of American entry into the First World War.
3 sem. hrs.

### Hs. 378—The United States Since World War I (1918- to the Present)

A studied analysis of the responses of the United States to the exigencies of the twentieth century. The course commences with an examination of Wilsonian diplomacy and then attempts extensive reevaluation of both the foreign and domestic events of the Twenties. The rise and fall of the New Deal is studied at length, as is the American response to the turmoils of European and Asian developments. The unsolved problems emanating from the Second World War provide a backdrop for an analysis of the origins of the Cold War. An attempt is also made to relate the problems of the 1960's to the contours of American History. 3 sem. hrs.

### Hs. 379—The Problems of Contemporary America—1945 to the Present

A thoroughgoing examination of the problems faced by the United States since the conclusion of the Second World War. Extensive research is conducted into the origins and development of the Cold War, the Korean War, and the Viet Nam War. The culture of the Fifties is examined in quest of new perspectives and analysis, and with reference to the disquietude of the Sixties. Discussion and independent research encourage exposure to a multiplicity of source materials.
3 sem. hrs.

### Hs. 381—History of England I, 600–1600

Roman Britain, Nordic invasions. Saxon England. Normand Conquest and the making of the nation. Plantagenets. Crusades, and the Hundred Years' War, Early Parliamentary development. Aristocratic anarchy, wars of the Roses. Strong Tudor monarchy. The break from Catholicism. Beginnings of overseas expansion, conflict with Spain. 3 sem. hrs.

Hs. 382—History of England II, 1600 to 1945

The Stuart Era, struggle between Crown and Parliament. The Protectorate. Stuart Restoration. Parliamentary Supremacy and the eighteenth-century oligarchy. Loss of American colonies. Struggle with Napoleon. Industrial Revolution. Victorian Liberalism and Reform. The New Imperialism. World Wars I and II. 3 sem. hrs.

Hs. 383—History of France

Peopling of the area called France. Gauls and Romans. Merovingian and Carolingian periods. Capetian monarchy. University of Paris. Renaissance. Politico-religious divisions. Bourbon Dynasty. Centralization and absolutism. Phases of French Revolution. Napoleon. Nineteenth century regimes. Third Republic. The Fifth Republic and Charles de Gaulle. Attention is given to the religious and cultural life of France and her influence abroad. 3 sem. hrs.

Hs. 385—History of Russia I

A survey of Russia from the beginnings to the 1905 Revolution; the emergence of Moscow; The Time of Troubles; the Romanov dynasty, reforms of Peter The Great; The era of Catherine and Alexander I; Reform and Autocracy in the 19th century. 3 sem. hrs.

Hs. 386—History of Russia II

From 1905 to the present. The Revolution of 1905 and 1917; The establishment of the Soviet Union; variations in foreign and domestic policy between the two World Wars; Post-war Soviet impetrialism. Theoretical aspects of Communism. 3 sem. hrs.

Hs. 388—History of Modern Germany I (1648–1871)

Germany after Westphalia; Rise of Prussia, Austria, Frederick the Great, Joseph II, Impact of the French Revolution, War of Liberation, reaction and revolution, road to Unification. 3 sem. hrs.

Hs. 389—History of Modern Germany II (1871–1955)

Bismarkian Germany, Pre-war diplomacy. World War II. Revolution. German Social Democracy. Weimar Republic, Nazism. Hitler's foreign policy. World War II. Cold War. Resumption of sovereignty. 3 sem. hrs.

Hs. 392—History of Japan I

Pre-Buddhistic Japan of the Jomon and Yayoi Eras. Nara. Kyoto, the Golden Age of Heian. Rise of the Fujiwaras. Emergence of the Samurai-Kamakura era. Kamifaze-Ashikaga Shogunate. Arrival of the West. Stress is given to the religious, political, and cultural life of Japan. 3 sem. hrs.

Hs. 393—History of Japan II

Unification under the Tokugawa Shogunate; Seclusion; Intensive development problems. Japan on the eve of Perry's visit. Result of the Meiji Restoration of 1869. Modern eras of Meiji, Taishō, and Shōwa. Religious, political and cultural life of Japan is seen in its continuity and reaction to Western influence. 3 sem. hrs.

The senior Seminars are special courses of limited enrollment in which the emphasis is placed on individual work with periodic consultation with the instructor. Registration is by permission of the instructor and is ordinarily limited to seniors, though exceptions will be made to this rule upon request.

Hs. 441—Seminar in Modern World History:

Marxism: Marx, Engels, Lenin, Mao Tse-tung, Che Guevara. 3 sem. hrs.

Hs. 443—Seminar in World History:

The City in History. 3 sem. hrs.

Hs. 451—Seminar in Latin American History:

Thematic interpretations of institutionalized concepts of Modern Latin. 3 sem. hrs.

Hs. 452—Seminar: Afro-Latin American History
Slavery and the Negro in Latin America and the United States. Economic, intellectual, social contributions of the Negro in Latin America. Comparative degree of amalgamation into both societies. 3 sem. hrs.

Hs. 457—Seminar in Far Eastern History
History of Japanese aesthetics and ascetics. 3 sem. hrs.

Hs. 460—Seminar in American History:
History of the Black Minority in the U.S. 3 sem. hrs.

Hs. 462—Seminar in American History:
Pietism in the History of America.

Hs. 499—Historiography
Various concepts of History. Survey of the contributions of the great historians. Required of all History majors. 3 sem. hrs.

# Honors and Privileged Studies

Hps. 191—Independent Studies
Individual readings and discussion for the special student. Admission, by invitation of the director. 1–3 sem. hrs.

Hps. 193—Special Topics Seminar
Group discussion on selected topics for those students participating in the basic program. 3 sem. hrs.

Hps. 197–198—Honors Humanities I
A team taught interdisciplinary course covering all phases of the humanities. Students will study units in art, drama, history, literature, philosophy, and religion. Enrollment is limited; Admission is by invitation of the director. 3–3 sem. hrs.

Hps. 291—Independent Studies
Independent Studies 1–3 sem. hrs.

Hps. 293—Special Topics Seminar
Special Topics Seminar. 3 sem. hrs.

Hps. 297–298—Honors Humanities II
A continuation of 197–198. Topics are selected by the committee on Honors and Privileged Studies. Enrollment normally limited to those who have completed 198. 3–3 sem. hrs.

# Journalism

Jr. 103—Basic Reporting and News Writing
The basics of news coverage. Intensive practice in reporting news, handling interviews, covering speeches, etc. The style and structure of news stories. Lectures and special reading. Required of Journalism majors. 3 sem. hrs.

Jr. 104—Visual Aspects of Journalism

The basics of typography, layout and photography as essential elements of printed communication. Analysis and criticism of current practices, activities and trends in the graphic arts. Assigned projects. Required of Journalism majors. Prerequisite: Jour. 103. 3 sem. hrs.

Jr. 121–122—Laboratory

Staff work on campus publications. 1–1 sem. hrs.

Jr. 205—News Editing

Lectures and intensive practice in all phases of editing: story conceptualization, organization news staffs, copy reading, proof reading, production, copy and art selection. Creation of newspaper and magazine formats. Required of Journalism majors. 2 sem. hrs.

Jr. 206—Intermediate Reporting and News Writing

An intermediate course in news writing with an emphasis on creative handling of features, news stories and special interest articles combined with an introduction to magazine journalism. Required of Journalism majors. 2 sem. hrs

Jr. 223–224—Laboratory for Jr. 205–206

Staff work on campus publications. Required of Journalism majors. 1–1 sem. hr

Jr. 306—Feature Writing

An advanced course in writing features for newspapers and magazines. Interviews, profiles, news features, special assignments. The market for features. Prerequisite: Jr. 205–206. 3 sem. hrs.

Jr. 307—Interpretive Writing

The place of opinion in Journalism. Types of interpretive Journalism: editorials, columns, art and entertainment reviews, humor, book reviews, etc. Prerequisite: Jr. 205–206. 2 sem. hrs.

Jr. 308—Criticizing the Performing Arts

Coverage and criticism of performing arts and artists, including lectures, readings, and discussion of comtemporary activities in the performing arts and entertainment, and of their critics and reviewers. Off-campus field assignments. 3 sem. hrs.

Jr. 311—Urban Affairs Reporting

In-depth treatment of the sociology and economics of race, housing, city services, politics, and the suburban movement as reflected in current problems and crises in the city. Guest lectures and off-campus assignments are part of the course. 3 sem. hrs.

Jr. 315—Advanced Reporting

Depth reporting of local, state, and federal courts, municipal affairs, politics, science, religion, labor, business, etc. Prerequisite: Jr. 205–206. 2 sem. hrs.

Jr. 317—Law and the Press

A brief history of the evolution of laws affecting the mass media. Emphasis on current law, legal trends, and judicial thought regarding the media, and current journalistic thought regarding the law. Required of Journalism majors. 3 sem. hrs.

Jr. 323–324—Photography

The use of the camera in Journalism. Darkroom techniques, fundamentals of composition and lighting, editing of photographs, intensive practice in taking photographs and darkroom work. Prerequisite: instructor's permission. 3–3 sem. hrs.

Jr. 333–334—Laboratory for Journalism juniors

Staff work on campus publications. Required of Journalism majors. 1–1 sem. hr.

Jr. 335–336—Laboratory for Journalism seniors

Staff work on campus publications. Required of Journalism majors. 1–1 sem. hr.

Jr. 340—History of Journalism

Development of the American mass media from their beginnings through the present, in the context of social, political, and economic history. 3 sem. hrs.

Jr. 343—Propaganda Theory and Technique

The study of the theory, applications, ethical considerations, and relative efficacy of mass persuasion techniques. (Not a prerequisite, but strongly recommended as background for Jr. 344.) 3 sem. hrs.

Jr. 344—Theory and Techniques in Promotion, Publicity and Public Relations

A brief history of the development of Public Relations, with emphasis on current theory and techniques. Promotion campaigns. Assigned projects. 3 sem. hrs.

Jr. 345—Advertising

Fundamentals of advertising. Copy writing and layouts; the organization and operation of advertising agencies; psychology and advertising; assigned problems and demonstrations. 3 sem. hrs.

Jr. 346—Radio and Television News and Special Events

The assembling, handling, selection, and production of radio and television news and special events programs. 3 sem. hrs.

Jr. 347–348—Graphics

An advanced course in the use of graphics in all types of publications. The uses of type, photography and illustration in newspapers, magazines, books, brochures, etc. Assigned projects. 3–3 sem. hrs.

Jr. 380—Journalism Internship Seminar

A seminar for Journalism majors who have worked for professional publications and organizations. Prerequisite: 400 hours of work for a publication or organization approved by the Department of Journalism. 3 sem. hrs.

Jr. 381—Foreign Correspondence

A special course for Loyola Journalism majors studying abroad in which the student files columns and articles from the country in which he resides for evaluation and criticism by the Department of Journalism. Special arrangements must be made through the chairman of the department. Credit varies. 9 sem. hrs. Max.

Jr. 390 through 399—Special Problems

These are special course categories whose content varies with the student. Special projects in writing, editing, photography, reading, research, etc. The project must be recommended by an instructor and approved by the departmental chairman. Credit varies with each project. 3 sem. hrs.

# Languages — Modern Foreign

Fr./Gr./Ru./Sp. 101–102—First Year College Language

The fundamentals of the language. Primary emphasis on structure, morphology, vocabulary. This course aims chiefly at a reading knowledge and is designed for non-majors. Language laboratory work is recommended, but is voluntary. Outside readings. 3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 105–106—Intensive First Year College Language

The fundamentals of the language. Emphasis on both passive and active language skills. Equal stress on reading and speaking. This course aims at intensive preparation for upper division courses within the department and is designed for language majors. Non-majors may enroll with permission of the chairman of the department. Two hours per week of work in the language laboratory is required. 3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 201–202—Second Year College Language

Review of structure, morphology and vocabulary. Readings in the general cultural monuments of the language community. For non-majors; work in the language laboratory is voluntary. Outside readings. 3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 205–206—Intensive Second Year College Language

Review of structure, morphology and vocabulary. Extensive readings in the literature and general cultural life of the language community. Oral class discussion of the material covered and written assignments, both in the language being studied. This course is designed for language majors; non-majors may enroll with the permission of the chairman of the department. One hour per week of work in the language laboratory is required. 3–3 sem. hrs.

### Fr./Gr./Ru. 210—Scientific Language

This course is designed to familiarize the student with the complexities of scientific discourse. Drill in the sentence structure of scientific literature. Readings in the development of scientific thought in the language community with emphasis on the present day. 3 sem. hrs.

### Fr./Gr./Ru./Sp. 301–302—Conversation and Composition

First Semester (301): Conservation and composition based on everyday topics. Review of structure, morphology and vocabulary used in contemporary colloquial speech. Topics are studied and discussed in class. Written assignments are based on these topics. Student's grades are dependent on class participation.

Second Semester (302): Conversation and composition based on cultural and literary topics. Intensive structural analysis of the language encountered in literary studies. Literary works, events and personages as well as cultural phenomena are studied and discussed in class. Written assignments are based on these topics. Students' grades are dependent on class participation. 3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 310–311—Survey of Literature

Study of the chief literary currents and the principal authors. Emphasis on the masterpieces of the literature of the language community. 3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 320–321–322–323—Literary Genres

Study of the development of the main genres of literary activity. Works representative of each genre will be read in chronological order.

320—Drama
321—Lyric
322—Novel
323—Shorter Prose Each: 3 sem. hrs.

### Fr./Gr./Ru./Sp. 350–351–352–353–354–355—Literary Movements

Study of the principal literary movements within the language community. Representative works will be read and compared.

FRENCH:
350—Middle Ages and Renaissance
351—Classicism (17th century)
352—Enlightenment and Pre-Romanticism (18th century)
353—Romanticism, Realism, Naturalism (19th century)
354—Currents in the 20th century.

GERMAN:
350—Middle Ages and Renaissance
352—Baroque and Enlightenment (17th and 18th century)
352—Classicism
353—Romanticism, Realism, Naturalism (19th century)
354—Currents in the 20th century.

RUSSIAN:
350—Old Russian Literature up to the 17 century.
351—Russian Literature in the 18th century.
352—Russian Literature in the first half of the 19th century: from Pushkin to Gogol.
353—Russian literature in the second half of the 19th century: from Turgenev to Chekhov.
354—Russian literature from Chekhov to the Revolution.
355—Soviet Literature including the writings of the Emigrees.

SPANISH:
350—Middle Ages and Renaissance.
351—The Golden Age (16th and 17th century).
352—Cervantes and Don Quijote.
353—Romanticism, Realism and Naturalism (19th century).
354—The Generation of 1898.
355—Currents in the 20th century.

Each: 3 sem. hrs

### Fr./Gr./Ru./Sp. 360–361—French/German/Russian/Spanish Literature in translation.

Survey of the principal works read in English translation. May not be taken for credit by majors in the department in the language in which they are majoring.
3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 370–371—Linguistics

Study of the basic methodology and general rules of the science of language.

French 370–371—Romance Philology.
German 370–371—Germanic Philology.
Russian 370–371—Slavic Philology.
Spanish 370–371—Romance Philology.

3–3 sem. hrs.

### MFL 375—Theory of Language

Study of the theories of the origin and the nature of language. No prerequisites.
3 sem. hrs.

### Fr./Gr./Ru./Sp. 380–381—Special Problems

This course is designed to cover those significant elements in the general cultural and literary development of a language community which have not been treated elsewhere.
For example:

### Italian 380–381—Dante: The Divine Comedy.

During the first semester (380) Dante's structure, morphology and vocabulary will be studied intensively, so that in the second semester (381) selections from the three parts of the Divine Comedy can be read in the original. Prerequisite: some language training, preferably in a Romance language, or Latin. 3–3 sem. hrs.

### Spanish 380–381—Latin American Literature

380: Latin American Literature from the Age of Discovery to the Modernista Movement.

381: Latin American Literature from the Modernista Movement to the Present day 3–3 sem. hrs.

### Fr./Gr./Ru./Sp. 390–391—Independent Study

The student reads selected work(s) on his own and meets informally with the instructor to discuss his progress. Semester paper in the language of the work(s) studied. 3-3 sem. hrs.

### Fr./Gr./Ru./Sp. 401–402—Intradepartmental Seminar on International Literary Relations.

A team-taught study of the manifestations of the various literary thoughts and movements on the European continent. Each semester a particular literary movement will be selected for discussion. The semester will be divided into five parts. In each of the first four of these parts an instructor will lecture on the literary movement within his language community. During the fifth part of the semester there will be a round-table discussion of that literary movement in all of the European language communities involved. All of the students and each of the four instructors will be present during this fifth part.

Majors in each one of the four languages receive credit in their major language since they will be expected to read all works discussed from their language community in the language of that community. 3–3 sem. hrs.

# Management

### Mg. 205—Principles of Management

Basic principles and concepts of management as they are applied in the functions of planning, organizing, directing, and controlling the business enterprise. 3 sem. hrs.

### Mg. 334—Personnel Management

Introducing the organization and functions of the personnel department in modern industry. Emphasis is placed on: job analysis, job specification and job standardization; motivation and morale; organized labor; collective bargaining and labor law; wage and salary administration and employee benefits and services. This course lays the foundation for later specialization in the field or for understanding the area by business people not engaged in the field. Prerequisite: Mg. 205. 3 sem. hrs.

### Mg. 338—Production Management

The purpose of this course is to acquaint the student with the principles, practices and problems of management in the business enterprise. The technical, economic, political, social, and personal relationships, which constitute the total structure of the firm, are analyzed. Particular attention is given to the human problems arising from the growth of the giant, "assembly-line" enterprise. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Mg. 341—Collective Bargaining

Principles and Cases. The development of a national labor policy and its influences; an understanding of the background and techniques of collective bargaining imperative for students preparing for positions of leadership in the business world. Prerequisite: Eco. 201–202. 3 sem. hrs.

### Mg. 345—Managerial Policies

This course deals with the principles and problems involved in planning, coordinat-

ing and controlling the operations of a business. A considerable part of the course is devoted to solving typical problems that arise in administering these functions. Cases are used to supplement text material. Prerequisites: Mg. 205, Ec. 201–202, Ec. 202 may be taken concurrently. 3 sem. hrs.

### Mg. 346—Executive Decision Making

This is a computerized executive decision-making simulation course. It provides a working knowledge of the inter-relationships of the several business disciplines and study programs in simulated competitive free enterprises. Course not offered in Summer Session. Prerequisite Senior Standing. Mg. 370 is recommended either prior to or concurrently with this course. 3 sem. hrs.

### Mg. 360—Organizational Behavior

This course deals with the numerous and complex applications of behavioral sciences to human problems in administrative situations in commerce, industry, and government. Such topics as attitudes, motivation, group dynamics, sensitivity training, managerial grid, and similar areas are discussed and analyzed. Prerequisites: G.B. 105. 3 sem. hrs.

### Mg. 362—Managerial Behavior

This course relates the efforts of behavioral scientists to the problems of managing people in organizations. Major areas considered are: the social, psychological and managerial issues involved in setting objectives; the qualifications and requirements of a manager in modern business; and some current issues which will affect the attitudes of management in the future. Prerequisites: Mg. 205 or equivalent. 3 sem. hrs.

### Mg. 370—Systems Analysis

This course will explore the development and utilization of the various systems currently used by management. It will cover such topics as operations research, mathematical models, optimization, linear and nonlinear breakeven analysis, PERT, models, and simulation. Prerequisite: M.B.E. 110 and 210, Ec. 310 and 311, or consent of the instructor. 3 sem. hrs.

## Marketing

### Mk. 205—Basic Marketing

This basic course acquaints the student with the nature and scope of modern marketing management. It is a prerequisite for all other marketing courses. It outlines the areas in which decisions are made in developing and implementing marketing activities at all levels of production and distribution. This is the required terminal course in marketing for non-marketing majors. 3 sem. hrs.

### Mk. 306—Marketing Decisions

A variety of marketing problems are analyzed and decisions for their solutions are reached. The management point of view is emphasized in making the decisions. The increasing role of the behavioristic sciences as well as the traditional tools of marketing are discussed, utilized and evaluated. The areas for decision making—including but not limited to product, channels, price, communications and location—are explored. Case problems give the student competence in defining problems, working out alternative solutions and selecting the optimum action. Prerequisite: Mk. 205, Eco. 201–202. Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 308—Advertising (May be taken for credit as Jr. 345)

Fundamentals of advertising: layouts and writing of copy; advertising agencies and media; psychology in advertising; assigned problems and demonstrations. Prerequisite: Mk. 205. 3 sem. hrs.

### Mk. 309—Sales Promotion (City College credit only)

To sell more; to make a higher profit; to open new accounts; to increase the size of orders; to reclaim "lost accounts"; to get salesmen to see the full line; to educate dealers and store personnel; to overcome seasonal slumps; to introduce a new product or model; to utilize advertising to produce results. These are some of the objectives of sales promotion. To plan, budget, schedule, develop, stage, control, and evaluate results of sales promotion is the responsibility of the sales promotion manager or the sales executive or manager of a selling organization. 3 sem. hrs.

### Mk. 310—Marketing Research

Analyze marketing problems and basic research designs. Included in the topics are: basic data collection methods; formulation of problems; sources of information; composition of data collection forms; design of samples; tabulation of data; analysis of data; and preparation of reports. Actual problems and cases are utilized. Application of marketing research is related to motivation, product, advertising, sales control and other areas of marketing. Prerequisite: Mk. 205, Eco. 201, Eco. 210, Eco. 202 and/or Eco. 211 may be taken concurrently with this course. This is a required course for all marketing majors. 3 sem. hrs.

### Mk. 311—Marketing Distribution

Review of recent developments and study of current practices in distribution by functional areas: wholesaling; retailing; transportation; credit; and related activities. Comparative anaylsis of competitive distributional practices emphasize dual objectives of modern marketing, customer satisfaction, and profitable enterprise. Prerequisite: Mk. 205; Eco. 201, Eco. 202. Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 312—Sales Supervision (City College credit only)

For salesmen to aspire to increased responsibility and reward and sales supervisors and managers who wish to objectively evaluate and solve supervisory problems. Critical attention will be paid to planning, organizing, effecting, controlling, and evaluating the sales supervision program. Methods of supervision and the use of supervision tools will be discussed. Training of salesmen, motivation and the building and sustaining of morale will receive special emphasis. Study of how to select, train, compensate, and evaluate the sales supervisor will complete the course. 3 sem. hrs.

### Mk. 313—Marketing Communications

This course is concerned with the flow of information between producer and buyer. The flow may be in either direction. Functional activities—advertising, selling, sales promotion, public relations, sales analysis and market research—are studied from the viewpoint of their coordination within management circles to achieve profitable selection of goods and services for the firm. Prerequisites: Mk. 205, Eco. 201–202. Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 319—Sales Control

This course is concerned with the external factors which are beyond his control, but which control the sales manager in the performance of his functions. Three types of factors are studied: those within his firm; those within his industry; and those within the economy. Prerequisites: Mk. 205; Eco. 201–202. Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 320—Retailing

The study of problems and practices currently practiced by major types of retailers in the management of their activities. Prerequisite: Mk. 205, Eco. 201, Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 325—Environmental Marketing Management

This course is concerned with the nature and effect of environmental and societal

factors on the marketing decisions of management. These factors have become significant over and above the behavioristic factors that underlie, influence and define the 'marketing concept'. Prerequisite: Mk. 205; Eco. 201–202. Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 331—Theory in Marketing

The evolutionary nature of the emerging theory of marketing is studied in detail. Its origin in economics, plus its utilization and acceptance of developments in other fields, particularly the behavioral sciences, are explored. The improvements and expansion of analytical tools and processes of marketing are related to the concept of a marketing theory. Marketing activities are considered generally in the macro-sense, rather than the micro-sense. The roles of competition, government and demographic factors are studied as coordinate parts of marketing. Prerequisite: Mk. 205, Eco. 201, Eco. 202 may be taken concurrently. 3 sem. hrs.

### Mk. 332—Sales Psychology (City College credit only)

Methods of influencing customers to purchase materials and services. This course goes into a study of how and why people buy and ways in which they can be influenced into buying. This course studies the new customer in business and at home by going into his problems, interests and ambitions as a human being. While attention is paid to the customer as a human being, the focus also takes up the personality characteristics of the salesman. 3 sem. hrs.

### Mk. 345—Hotel Marketing (City College credit only)

3 sem. hrs.

### Mk. 339—Public Relations (May be taken for credit as Jr. 344)

This course is designed to acquaint the student with the need for continuous communications between the management of a company and the various internal and external publics whose opinions are significant to the attainment of the company's objectives. Emphasis is placed on public relations as a responsibility and as a function of management. This is not a technical course in publicity or in techniques of public relations efforts. (Formerly Mg. 339.) Prerequisite: Mk. 205. 3 sem. hrs.

## Mathematics

### Math 100—Pre-calculus Mathematics

This course provides reinforcement in college algebra and an introduction to trigonometry for those students who are deficient in these areas and who plan to take Math 257. Credit from this course does not apply toward the 6 hour general degree mathematics requirement. 3 sem. hrs.

### Mt. 101–102—Elementary Concepts of Mathematics (City College Credit only)

A course for non-math, non-science majors which deals with a selection of topics from the areas of computational and modern mathematics. 3–3 sem. hrs.

### Mt. 113–114—The Number Systems and Informal Geometry

A course specifically designed according to CUPM recommendations for the elementary school teacher. OPEN ONLY TO ELEMENTARY EDUCATION MAJORS. 3–3 sem. hrs.

### Math 115–116—Mathematics for Social Studies

This course offers a wide variety of topics which will serve the social science major as analytical and quantitative tools and broaden his appreciation for mathematical

patterns and procedures. Included are introductions to the concepts of probability and statistics, mathematical sequences with applications, flow charting and computer programming, matrices and linear programming, trigonometric functions, and some fundamental concepts in calculus. 3–3 sem. hrs.

### Math 121–122—Mathematics for Humanities

This is a course for humanities majors, designed to develop intellectual curiosity about mathematics, its nature and spirit. The approach is that of a search for patterns, the forming of conjectures, and the study and application of these. An outstanding result of the approach is a sharpening of general analytical thinking. This is more meaningful than in earlier courses taken in high school because of the greater maturity and more sophisticated academic environment of the student, the course covers a variety of topics from number theory, set theory, logic, probability, number systems, simple topological properties, finite math and an introduction to computer programming. 3–3 sem. hrs.

### Mt. 131—Modern Geometry

A course designed for those who will be teaching SMSG geometry. 3 sem. hrs.

### Mt. 201—Introductory Linear Algebra

Linear spaces, linear transformations and matrices, multilinear forms, inner product, characteristic values. 3 sem. hrs.

### Mt. 211–212—Introduction to Abstract Systems

An introductory course in abstract algebraic systems, groups, rings, fields, extension fields and transfinite arithmetic. Prerequisite Math 201. 3–3 sem. hrs.

### Mt. 220—History of Mathematics

From the primitive origins of mathematics to the "New Mathematics" of the Twentieth Century. Pre-requisite Math 116 or Math 122. 3 sem. hrs.

### Mt. 241–242—Introductory Probability and Statistics

This course is designed as an introduction for applications in the fields of business administration, social sciences and education. Emphasis is placed on technical skills and interpretation of results with enough basic theory for good understanding. 3–3 sem. hrs.

### Mt. 257–258—Basic Analysis

This beginning college analysis course introduces the science and math majors to the concepts of two and three dimensional geometric analysis and calculus of functions of one variable. Prerequisite: Four years high school mathematics or consent of the Department Chairman. 3–3 sem. hrs.

### Mt. 259–260—Intermediate Analysis

The student expands his understanding into the calculus of several variables and the solving of differential equations bringing the tool of linear algebra to bear on analysis. Prerequisite: Mt. 201, 258. 3–3 sem. hrs.

### Mt. 311—Theory of Sets

A study of infinite sets and the associated arithmetic of transfinite cardinal and ordinal numbers. Pre-requisite Math. 212. 3 sem. hrs.

### Mt. 317—Mathematics Curricula and Materials for Secondary Schools

An intensive study of current SMSG and other materials available for secondary school mathematics. Prerequisite: Mt. 212, 258. 3 sem. hrs.

### Mt. 321–322—Linear Algebra

This second course introduces or expands topics such as vector spaces, matrices, determinants, eigenvalues, linear functionals, bilinear forms; orthogonal, hermitian

and unitary matrices; vector geometry and applications in various applied fields. Prerequisite: Mt. 212. 3–3 sem. hrs.

### Mt. 323—Theory of Numbers

This course will appeal to the mathematician and teacher including such topics as: divisibility, prime numbers, Euclidean algorithm, fundamental theorem of arithmetic, congruences, diophantine equations, and indices. This theory is fundamental in all branches of mathematics and plays a role in many mathematical games. 3 sem. hrs.

### Mt. 324—Lattice Theory

Sublattices, ideals, homomorphisms, distributive and modular lattices, partially ordered sets, chains, Boolean algebras. Prerequisite: Mt. 212. 3 sem. hrs.

### Mt. 325–326—Abstract Algebra

This second course includes an indepth treatment of some aspects of group, ring, and field theory. Prerequisite: Mt. 212. 3–3 sem. hrs.

### Mt. 327—Group Theory

Cyclic groups, hormal subgroups, factor groups, homomorphisms, direct products finitely generated Abelian groups, permutations, Sylow theorem, normal and subnormal series, free groups, groups representations. Prerequisite: Mt. 212. 3 sem. hrs.

### Mt. 328—Rings and Fields

Quotient rings and ideals, noncommutative rings, rings of polynomials, unique factorization and Euclidean domains, field extensions, geometric constructions, finite fields, Galois theory. Prerequisite: Mt. 212. 3 sem. hrs.

### Mt. 334—Modern Geometry

A study of the postulational or axiomatic geometry of planes, with emphasis on the coordinatization of affine and projective planes. This study also includes metric postulates for the Euclidean plane. Pre-requisite 212. 3 sem. hrs.

### Mt. 335—Projective Geometry

Analytic and synthetic projective geometry; finite planes, and the algebraic structures associated with them. 3 sem. hrs.

### Mt. 336—Topics in Geometry

This course will provide an indepth study of one or two selected topics in Geometry directed toward the particular interests of the group of students registered for it. This will be of special value to those planning a career in teaching. 3 sem. hrs.

### Mt. 337–338—Survey of Geometry

Intended for secondary school teachers. Prerequisite: Mt. 212, 258. 3–3 sem. hrs.

### Mt. 347–348—Mathematical Probability and Statistics

This course presents a solid foundation of probability theory from the mathematical point of view and uses this to introduce the essential ideas of point estimation, tests of hypotheses and confidence intervals. Prerequisite: Mt. 362. 3–3 sem. hrs.

### Mt. 352—Differential Equations

This course introduces the methods and underlying theory for the solution of ordinary differential equations. Prerequisite: Mt. 260. 3 sem. hrs.

### Mt. 361–362—Advanced Calculus

A deeper look is taken at many fundamental concepts of analysis with special attention to linear methods as applied to the calculus of several variables. The topics treated include extrema, Jacobians, uniform continuity, line and surface integrals,

differentials, integration theory; Taylor, power and Fourier series. Prerequisite: Mt. 222, 260. 3–3 sem. hrs.

### Mt. 363–364—Complex Analysis

The student's investigation will include analytic functions, Cauchy's integration theory, series representation, conformal mapping, analytic continuation and the fundamental theorem of algebra. Prerequisite: Mt. 362. 3–3 sem. hrs.

### Mt. 365–366—Real Analysis

This advanced course in analysis will lead the student on to more exotic investigations of real functions through theorems credited to Cantor, Bolzano, Wierstrass, Borel and others. Uniform convergence, covering sets, almost continuous functions, Lebesque integrals will be among the included topics. Prerequisite: Mt. 362. 3–3 sem. hrs.

### Mt. 367—Theory of Games

An introduction to the mathematical theory of games of strategy. Games of strategy involve conflict among individuals or groups capable of rational activity and are thus distinguished from games of chance. The theory has applications in economics, statistics and military strategy. Emphasis in this course is placed on the mathematical theory rather than its applications. By permission of the instructor only. 3 sem. hrs.

### Mt. 371–372—General Topology

The emerging mathematician will acquaint himself with basic concepts from the topics of topological spaces. Hausdorff spaces, connectedness, metric spaces, continuous mappings, separability, compactness and product spaces. Corequisite: Mt. 361–362. 3–3 sem. hrs.

### Mt. 381–382—Applied Mathematics

A course designed to illustrate the application of mathematics to one or more fields by considering the aspects of model building and to further develop theory and techniques relevant to the needs of the field. The applications will normally be in the area of physical sciences, however, when sufficient interest exists sections oriented for other areas will be given. Topics covered will include partial differential equations, boundary value problems, eigen functions, analytic functions, Green's functions, perturbation techniques and approximation methods. Prerequisite: Mt. 260. 3–3 sem. hrs.

### Mt. 391–392—Mathematics Seminar

This is a student participation seminar. Topics from various branches of mathematics will be presented, discussed and argued by the students with the professor acting as a guide and stimulant. Topics for the semester will be selected before or during the first meeting. By invitation only. 1–3 sm. hrs.

### Mt. 395–396—Introduction to Mathematical Research

Content depends on the interest and background of the student. By invitation only. 1-3 sem. hrs.

# Medical Technology

### Md. 101—Introductory Medical Technology

A course designed to instruct the student in the ethics of the profession, the care and use of laboratory equipment and the principles and practice of Medical Technology. 1 sem. hr.

### Md. 102—Hematology

This course is a thorough study of blood and blood forming tissues. It considers the histology, physiology and morphology of blood and those aspects which will throw light upon the disorders of blood. 2 sem. hrs.

### Md. 104—Hematology Laboratory

This course will consist of extensive laboratory work in hematology. 2 sem. hrs.

### Md. 201—Histology Lecture

This course is designed to acquaint the student with essential structures and characteristics of the tissues and organs of the human body. Prerequisite: Bl 209 and Md. 209–211. 2 sem. hrs.

### Md. 202—Clinical Parasitology

An intensive study of Medical Protozoology and Helminthology as related to blood, urine, and feces. 2 sem. hrs.

### Md. 203—Histology Laboratory

Methods of preparing tissues and organs and the microscopic study of stained tissues and organs. 2 sem. hrs.

### Md. 204—Clinical Parasitology Laboratory

Study and performance of concentration methods and staining procedures used in the laboratory for diagnosis of parasites in blood, urine, and feces. An intensive microscopic study of Morphology of Protozoans and Helminths. 2 sem. hrs.

### Md. 209—Mammalian Physiology

An intensive lecture course stressing the relationship of Mammalian Physiology to Medical Technology. This course is recommended for Medical Technologists. Prerequisite: Bl. 101–102. This course is offered in the Summer Session only. 2 sem. hrs.

### Md. 211—Mammalian Physiology Laboratory

A complete laboratory course in mammalian physiology. Prerequisite: Bl. 101–102. This course is offered in the Summer Sessions only. 2 sem. hrs.

### Md. 301—Clinical Medical Technology

This course is designed to correlate theory with practical applications to problems in the clinical laboratory and also to keep students aware of current development in laboratory procedures. This is a conference discussion oriented course with students participation and guest lecturers. 1 sem.hr.

### Md. 302—Clinical Medical Technology

A continuation of Medical Technology 301. 2 sem. hrs.

### Md. 304—Pathogenic Bacteriology

The lectures and laboratories of this course are designed to acquaint the Medical Technology student with techniques, methods, differential media and reagents used to identify and report pathogenic bacteria clinically. Prerequisite Bl. 301, one year Chemistry. 4 sem. hrs.

### Md. 305—Bioanalysis

This course covers principally the kidney, stomach and liver and their functions as related to laboratory procedures. Basic material is toxicology, endocrinology, enzymology and electrolyte studies is also included. Prerequisite: Bl 209 and Md. 209–211. 2 sem. hrs.

### Md. 306—Immuniology Lecture

A course designed to provide basic understanding of the chemical, physical and biological properties of antigens and antibodies, biological aspects of antibody formation in "in vivo" and "in vitro" antigen antibody interactions. 2 sem. hrs.

Md. 307—Clinical Chemistry Laboratory

A course in the principles and procedures of chemical tests performed on serum and urine. It includes the physical, chemical, and microscopic examination of urine, chronic ganadotropin assays, serum enzyme assays, gastric analysis, hepatic profile studies and basisc serum chemical methods. 2 sem. hrs.

Mr. 308—Clinical Serology

A laboratory course covering the principles and techniques of serological procedures utilized in the diagnostic problems in the laboratory. The course also includes the study of blood-banking techniques. 2 sem. hrs.

Md. 309—Instrumentation

The purposes of this course are to cover the principles of operation of laboratory instruments, to point out the accuracy and limitations of each instrument, to do the basic calculations involving quantitative analysis with each instrument, and to learn some of the simple troubleshooting and to make minor repairs and adjustments. 1 sem. hr.

Md. 390–391—Hospital Technical Training

This is a hospital training course and includes practical application of principles of Medical Technology which have been covered in the preceding courses in the department. This course is of one calendar year (twelve months) duration beginning at the end of the junior year. It is taught in various local hospitals which have been approved by the American Medical Association and the American Society of Clinical Pathologists. Practical laboratory technical experience is allowed for this course. 12-12 sem. hrs.

# Music

Mu. 001–002—Preparatory Instruments, Voice and Piano

0–0 sem. hrs.

Mu 011–012—Elements of Music Theory

Pitch and rhythmic notation, clefs, key and metric signatures, intervals, rhythmic and melodic sight reading. This course or a satisfactory score on the Loyola Theory Test is required of all students entering Mu. 111. 3–3 sem. hrs.

Mu. 103—Italian Diction 1 sem. hr.

Mu. 104—French Diction 1 sem. hr.

Mu. 105—German Diction 1 sem. hr.

Mu. 107–108—Recital Hour 0–0 sem. hrs.

Mu. 111—Theory I

Properties and notation of tone; tonality; melidoc cadences; structural and decorative pitches; motive, phrase, form; two-voice counterpoint. Aural perceptive training is continuous. Prerequisite: Mu. 012 or equivalent. 4 sem. hrs.

Mu. 112—Theory II

Three-voice melodic composition; chord structure; homophonic four part textures; diatonic traids, dominant seventh chords, inversions, ternary form. Aural perceptive training is continuous. Prerequisite: Mu. 111. 4 sem. hrs.

Mu 120—Basic Ballet

Mu. 121–122—Piano Class 2–2 sem. hrs.

Mu 123–124—Non-Major Applied Study
Class study in guitar, piano, and voice. Open to non-music Majors only. 1–1 sem. hr.

Mu. 125–126—Major Instrument
Voice, piano, organ, guitar, woodwind, brass, and percussion instruments
2–2 sem. hrs.

Mu. 127–128—Major Instrument
Voice, piano, organ, guitar, woodwind, brass, and percussion instruments.
3–3 sem. hrs.

Mu 130—Intermediate Ballet
1–1 sem. hr.

Mu. 151—Introduction to Music Therapy
A survey of music therapy, its history, basic concepts, and areas of clinical practice. A general information course, open to all students regardless of degree program.
2 sem. hrs.

Mu. 161–162—Strings Class
Fundamentals of teaching string instruments; techniques, methods, materials.
1–1 sem. hr.

Mu 163–164—String Ensemble
Rehearsal and performance of string and orchestral literature. Open to all university students. 1–1 sem. hr.

Mu. 181–182—Woodwind Ensemble
Study and performance of chamber music for all combinations of woodwind instruments. Membership by audition. 1–1 sem. hr.

Mu. 183–184—Brass Ensemble
Experience in ensemble playing for such groups as trios, quartets, and quintets of various instrumentation. Membership by audition. 1–1 sem. hr.

Mu. 185–186—Opera Workshop
Instruction in stage department and standard operatic literature. Roles are assigned in scenes from various operas to be memorized and performed publicly. Membership by audition. 1–1 sem hr.

Mu. 187–188—Grand Chorus
Open to all university students, faculty and alumni. Performance of larger choral works with orchestral accompaniment. 1–1 sem. hr.

Mu 189–190—University Chorus
A large choral organization open to all university students. 1–1 sem. hr.

Mu. 191–192—University Chorale
Open to all university students by audition. Performance of literature from standard choral repertoire past and present. 1–1 sem. hr.

Mu. 193–194—Stage Band
An ensemble for the study of literature and rehearsal techniques for the stage band; performance and scoring. Students accepted by audition. 1–1 sem. hr.

Mu. 195–196—University Band
Rehearsal and performance of standard concert band repertoire. Membership by audition. 1–1 sem. hr.

Mu. 197–198—Madrigal Choir

A select vocal ensemble stressing music from the 14th through the 18th centuries. Emphasis on performance of chansons and madrigals of the early Renaissance. 1–1 sem hr.

Mu. 207–208—Recital Hour

Continuation of Mu. 108. 0–0 sem. hrs.

Mu. 211—Theory III

Secondary dominants, modulation; rondo form; diatonic seventh chords. Aural perceptive training is continuous. Prerequisite: Mu. 112. 4 sem. hrs.

Mu. 212—Theory IV

Variation forms; sonata allegro; ninth, eleventh, and thirteenth chords; neo-tonality. Aural Perceptive training is continuous. Prerequisite: Mu. 211. 4 sem. hrs.

Mu. 213–214—Composition Essentials

Original writing using tonal and/or rhythmic materials assigned by the instructor. Songs and pieces for the student's major instrument are required. 2–2 sem. hrs.

Mu. 221–222—Piano Class 2–2 sem. hrs.

Mu. 225–226—Major Instrument

Continuation of Mu. 126. 2–2 sem. hrs.

Mu. 227–228—Major Instrument

Continuation of Mu. 128. 3–3 sem. hrs.

Mu. 231–232—Introduction to Music Literature

Fundamentals of music; a basic approach to music literature and musical styles. (For non-majors). 3–3 sem hrs.

Mu. 238—Introduction to Music Literature

Emphasis on listening techniques, melody, harmony, rhythm, and textures; form types: imitative, variation, improvisatory, sectional; timbre. For majors only. 2 sem. hrs.

Mu. 240—Ballet Choreography Laboratory

2 sem. hrs.

Mu. 251–252—Pre-Clinical Experience

Students are expected to work as volunteers in a psychiatric or rehabilitation institution for a period of two hours per week for one semester. 1–1 sem. hr.

Mu. 261–262—Brass and Percussion Pedagogy

Mu. 263–264—

Fundamentals of tone production; acoustics of instruments; individual instrument characteristics, fingerings, techniques; materials and music for elementary, middle and senior high schools; application of concepts and principles to teaching-learning situations.

Mu. 281–282—Woodwind Ensemble

Continuation of Mu. 182. 1–1 sem. hr.

Mu. 283–284—Brass Ensemble

Continuation of Mu. 184. 1–1 sem. hr.

Mu. 285–286—Opera Workshop

Continuation of Mu. 186. 1–1 sem. hr.

Mu. 287–288—Grand Chorus
Continuation of Mu. 188. 1–1 sem. hr.

Mu. 289–290—University Chorus
Continuation of Mu. 190. 1–1 sem. hr.

Mu. 291–292—University Chorale
Continuation of Mu. 192. 1–1 sem. hr.

Mu. 293–294—Stage Band
Continuation of Mu. 194. 1–1 sem hr.

Mu. 295–296—University Band
Continuation of Mu. 196. 1–1 sem. hr.

Mu. 297–298—Madrigal Choir
Continuation of Mu. 198. 1–1 sem. hr.

Mu. 307–308—Recital Hour
Continuation of Mu. 208. 0–0 sem. hrs.

Mu. 310—Junior Recital
Required of all B. M. majors. 0 sem. hrs.

Mu. 311—Counterpoint I
Analysis and writing in the style of the vocal music of the late Renaissance. 2 sem. hrs.

Mu. 312—Counterpoint II
Analysis and writing in the style of the instrumental music of the late Baroque. 2 sem. hrs.

Mu. 313–314—Composition
Continuation of Mu. 214. A three-movement sonata containing a fugal development section is required. Prerequisite: Mu. 214. 3–3 sem. hrs.

Mu. 315—Orchestration I
A study of the capabilities and the limitations of orchestral string instruments: band, woodwind, brass, and percussion instruments; the human voice. Scoring for choirs of these instrumental families. Prerequisite: Mu. 212. 2 sem. hrs.

Mu. 316—Orchestration II
Continuation of Mu. 315. Study of voicings and dynamic balance among instrumental (including voice) families. Scoring for major media will be assigned according to each student's primary applied music area and/or his particular interest. Prerequisite: Mu. 315.

Mu. 320—Ballet Repertory
2 sem. hrs.

Mu. 323–324—Guitar Class 1–1 sem. hr.

Mu. 325–326—Major Instrument
Continuation of Mu. 226. 2–2 sem. hrs.

Mu. 327–328—Major Instrument
Continuation of Mu. 228. 3–3 sem. hrs.

Mu. 329–230—Minor Instrument 2–2 sem. hrs.

Mu. 333–334—Orchestral Literature
A study of literature and forms written for the orchestra. 2–2 sem. hrs.

Mu. 335–336—Vocal Literature

Study of standard vocal repertoire ranging from pre-classical to contemporary. Music performed by class members or presented through recordings. Emphasis on style, interpretation, and presentation of solo materials for all classifications. 2–2 sem. hrs.

Mu. 337—History I

Music of the Baroque era. 3 sem. hrs.

Mu. 338—History II

Music of the classical-romantic era. 3 sem. hrs.

Mu. 341—Piano Pedagogy

Required of all piano and piano pedagogy majors. Instruction in private and class piano teaching, methods, and materials. 3 sem. hrs.

Mu. 342—Piano Literature

Required of all piano and piano pedagogy majors. Survey of standard keyboard literature from the four areas of music. 3 sem. hrs.

Ed. 350—Student Teaching 6 sem. hrs.

Ed. 351—Education Methods

The teaching of music in the secondary school. Emphasis on organization and management of school performing groups. Teaching techniques; materials, and literature—choral or instrumental according to area of concentration. 3 sem. hrs.

Mu. 351—Hospital Techniques

Procedures involved in developing and maintaining a goal-directed music therapy program in State V.A., and private hospitals; programming for specific types of patients, techniques in dance therapy; rhythm band; group sing. 2 sem. hrs.

Mu. 361–362—Woodwinds Class

Fundamentals of embouchure formation, fingering, breathing; principles of pedagogy relating to all woodwind instruments; use and relationship for band and orchestra; methods and materials for elementary, junior and senior high schools. 2–2 sem. hrs.

Ed. 364—Teaching Music in the Secondary Schools

Introduction to acoustics; the psychology of learning and teaching music; the nature and testing of musical aptitude and ability; philosophy of music education. 3 sem. hrs.

Mu. 363–364—String Ensemble

Continuation Mu. 264. 1–1 sem. hrs.

Mu. 365—Essentials of Conducting

Vocal or instrumental; applied conducting and management; basic conducting techniques; use of the baton; professional ethics; techniques for rehearsal and performance. 2 sem. hrs.

Mu. 366—Instrumental Conducting

Continuation of Mu. 365, with emphasis on standard band and orchestral literature rehearsal procedures, and historical styles. 2 sem. hrs.

Mu. 368—Choral Conducting

Continuation of Mu. 365; emphasis on choral literature, rehearsal procedures, and historical styles. 2 sem. hrs.

Mu. 381–382—Woodwind Ensemble

Continuation of Mu. 282. 1-1 sem. hr.

Mu. 383–384—Brass Ensemble
Continuation of Mu. 284. 1–1 sem. hr.

Mu. 385–386—Opera Workshop
Continuation of Mu. 286. 1–1 sem. hr.

Mu. 387–388—Grand Chorus
Continuation of Mu. 288. 1–1 sem. hr.

Mu. 389–390—University Chorus
Continuation Mu. 290. 1–1 sem. hrs.

Mu. 391–392—University Chorale
Continuation of Mu. 292. 1–1 sem. hr.

Mu. 393–394—Stage Band
Continuation of Mu. 294. 1–1 sem. hr.

Mu. 395–396—University Band
Continuation of Mu. 296. 1–1 sem. hr.

Mu. 397–398—Madrigal Choir
Continuation of Mu. 298. 1–1 sem. hr.

Mu. 407–408—Recital Hour
Continuation of Mu. 308. 0–0 sem. hrs.

Mu. 410—Senior Recital
Required of all degree programs, B.M. and B.M.E. 0 sem. hrs.

Mu. 411—Form and Analysis I
Formal and harmonic analysis of music from Wagner to the early 20th century neotonal composers. Prerequisite: Mu. 212. 2 sem. hrs.

Mu. 412—Form and Analysis II
A study of mid-20th century music and its background. Prerequisite: Mu. 212. 2 sem. hrs.

Mu. 413–414—Composition
Continuation of Mu. 314. A work of ten minute minimum duration written for one or more major ensemble(s) is required. Prerequisite: Mu. 314. 2–2 sem. hrs.

Mu. 423–424—Guitar Class
Continuation of Mu. 324. 1–1 sem. hr.

Mu. 425–426—Major Instrument
Continuation of Mu. 326. 2–2 sem. hrs.

Mu. 427–428—Major Instrument
Continuation of Mu. 328. 3–3 sem. hrs.

Mu. 437—Pre-Baroque History
Music history and literature from antiquity through the Renaissance. Prerequisite: Mu. 238. 2 sem. hrs.

Mu. 438—Contemporary History
Literature of the post-romantic and contemporary eras. Prerequisite: Mu. 238. 2 sem. hrs.

Mu. 443–444—Piano Pedagogy Practice
Required of piano pedagogy majors. Practice teaching guided by the instructor. Prerequisite: Mu. 341–2. 2–2 sem. hrs.

### Mu. 452—Psychology of Music I

Acoustics of music: sound waves and their characteristics; vibratory sources of sounds; anatomy of the hearing process; theories on hearing, neural auditory connections to the cortex; the psychology of tone; nature of the aesthetic experience; tests of musicality and talent. 3 sem. hrs.

### Mu. 453—Influence of Music on Behavior I

Historical orientation, the medical use of music; the pre-Socratics; Plato and Aristotle; Aristoxenus; the transmission of Greek knowledge to the Middle Ages; the beginnings of activity or adjunctive therapy, Pinel, Tuke, Simmel, Aichorn. 3 sem. hrs.

### Mu. 454—Hospital Orientation

Review of psychiatric terminology; professional ethics; hospital organization, State, V.A. and private; management of neurotic behavior. 2 sem. hrs.

### Mu. 456—Clinical Training

Six months experience in an approved psychiatric hospital under the direction of a registered music therapist is required. If the student wishes to work in a setting other than the psychiatric hospital, an additional two months training is required in the specialty of his choice. 1 sem. hr.

### Mu. 463–464—String Ensemble

Continuation of Mu. 364. 1–1 sem. hr.

### Mu. 481–482—Woodwind Ensemble

Continuation of Mu. 382. 1–1 sem. hr.

### Mu. 483–484—Brass Ensemble

Continuation of Mu. 384. 1–1 sem. hr.

### Mu. 485–486—Opera Workshop

Continuation of Mu. 386. 1–1 sem. hr.

### Mu. 487–488—Grand Chorus

Continuation of Mu. 388. 1–1 sem. hr.

### Mu. 489–490—University Chorus

Continuation of Mu. 390. 1–1 sem. hr.

### Mu. 491–492—University Chorale

Continuation of Mu. 392. 1–1 sem. hr.

### Mu. 493–494—Stage Band

Continuation of Mu. 394. 1–1 sem. hr.

### Mu. 495–496—University Band

Continuation of Mu. 396. 1–1 sem. hr.

### Mu. 497–498—Madrigal Choir

Continuation of Mu. 398. 1–1 sem. hr.

# Philosophy

### Pl. 101—Introduction to Philosophy

The difference between the philosophical approach to reality and that of other

disciplines. An introduction to certain fundamental problems of philosophy. (No prerequisite. REQUIRED BY ALL STUDENTS WHO HAVE HAD NO PREVIOUS PHILOSOPHY COURSES. Students who have had a previous course cannot take this course for credit.) 3 sem. hrs.

## GROUP I

### Pl. 202—Philosophy of Being

Achieving an explicit awareness of the most basic and all-pervasive datum of human experience, viz., the real is real only because it is, we discover how we come to know that which is. A study of the intrinsically analogical character of beings and our correspondingly analogical knowledge of them; the "structure" of the beings of our experience according to their actual and potential composition on three different levels and finally an explanation of the genesis of beings as be-ing. Prerequisite: Pl. 101. 3 sem. hrs.

### Pl. 203—Philosophy of God

The various arguments for the existence of God as proposed and criticized by western philosophers. The problem of man's knowledge of God. Divine providence and the mystery of evil. The death of God in modern philosophy. Prerequisite: Pl. 101. 3 sem. hrs.

### Pl. 204—Philosophy of Man (formerly Pl. 301)

A consideration of four of the basic problems of human nature; knowledge, freedom, soul, and person, Readings from classical and contemporary sources. Prerequisite: Pl. 101. 3 sem. hrs.

### Pl. 206—Philosophy of God II

A Religious Studies analysis of the basic features of the contemporary God-problem; the bearing of the secularization process and present day theories of knowledge on God-talk; a sampling of the varying accommodations of contemporary religious thinkers to the secular Geist will be examined as well as more recent efforts to situate and articulate the human experience of the transcendent. 3 sem. hrs.

## GROUP II

### Pl. 302—Philosophy of Conduct

An attempt to acquaint the student with certain fundamental ethical problems by contrasting the solutions proposed by the philosophies most influential on the contemporary American scene: subjectivism, cultural relativism, situationism, hedonism, moralsense theory, pragmatism, naturalism, natural-law theory, psychoanalysis, existentialism. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 304—Philosophy of Knowledge

What does it mean "to know"? How various types of knowledge are related to one another: sense-perception and intellection; probability and certitude, common sense judgements, theoretical science, philosophy and religious faith, conceptual knowledge, judgement and reasoning. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 305—Philosophy of Science

A critical examination of the methods, presuppositions, and concepts of modern and contemporary science. Methods of experimental inquiry; laws, theories, and theoretical explanation, problems of inductive reasoning. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 306—Philosophy of Physical Nature

A systematic and historical survey of the major problems and concepts of cosmology.

Special emphasis on relations, matter, motion, body, energy, space, time, and relativity. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 308—Philosophy of Religion

An inquiry of the religious phenomenon from the philosophical point of view. Beginning with an historico-phenomenological approach to the religious object, the course will pass to an examination of some select themes in the religious experience, sin, finitude, defilment, salvation, immortality. It will conclude with a section on myth and the problem of God. Readings will be in both classical and contemporary literature in the philosophy of religion, R. Otto, Kant, Eliade, Ricour, Freud, and some texts in the ancient religious literature. 3 sem. hrs.

### Pl. 309—History of Ancient Philosophy (formerly Pl. 211)

The influence of pre-rational mytho-poeic experience of primitive man on the beginnings of western rational thought. The pre-Socratics, Plato, Aristotle, the Epicureans, Sceptics, Stoics, Plotinus, and early Christian thought. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 310—Survey of Medieval Philosophy (formerly Pl. 212)

An historical study of the main ideas of the Medieval period from St. Augustine to the Renaissance. Main figures treated: Auqustine, Boethius, Scotus Erigena, Abelard, Avicenna, Roger Bacon, Bonaventure, Aquinas, Duns Scotus, Ockham, and Master Eckhart. 3 sem. hrs.

### Pl. 311—History of Modern European Philosophy

Readings from original works of Descartes, Spinoza, Leibnitz, Locke, Hume, and Kant. Discussion. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 312—Contemporary Philosophy

Hegelian idealism, Marxism, Bergonism, Husserlian phenomenology, Existential phenomenology; Pragmatism (emphasizing John Dewey), Logical Atomism (G. E. Moore, Bertrand Russell), Linguistic Analysis (Wittgenstein, the Oxford Cambridge schools), Logical Empiricism (Carnap and Ayer); American Realisms; Whitehead, Neo-Realism (Perry) and Critical Realism (George Santayana). Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 313—Philosophy of Art

A survey of Philosophy views concerning the definition of art, the basic components of a work of art, and the relationship of artist, work of art and spectator with reference to art appreciation and criticism. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 315—Special Problems in Philosophy: Tutorial

Course content varies. Permission of Chairman of the Philosophy Department or of the instuctor required. 3 sem. hrs.

### Pl. 316—Philosophy of History

A consideration of the problems of knowledge in history, including the problems of the nature of history, historical truth. explanation, and objectivity. Also a consideration of some of the principal general theories of historical development. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 317—Medical Ethics

An explanation of the relation of the principles of moral conduct as these principles apply to situations in the field of medical studies and in medical practice. Restricted to majors in medical technology, pre-medical and pre-dental students, students nurses, and dental hygienists. 3 sem. hrs.

### Pl. 318—Social and Political Philosophy

An inquiry into the nature of society. Political order will be emphasized with its

relations to other social orders. Special emphasis on the problems of freedom, the common good, and the relation of the individual to the group. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 320—Existentialism

A treatment of the characteristic existentialistic themes as exemplified in the writings of Kierkegard, Heidegger, Jaspers, Marcel and Sartre. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 328—Current Philosophy

A study of the chief lights of the analytical movement (both ordinary-language philosophy and logical positivism) and of the Phenomenological movement. Main figures treated will be Russell, Moore, Austin, Ryle, Ayer, Husserl, and Cassirer. Prerequisites; Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 331—Introduction to Logic (formerly Pl. 201)

An introduction to the structure of arguments, critical thinking in general, and philosophical argument in particular; including a study of the propositional calculus and Aristotelian logic. 3 sem. hrs.

### Pl. 332—Advanced Formal Logic

Deductive logic as a systematic discipline; the methods and techniques of formal logical analysis; sentential logic; quantification theory, modal logic; problems of material implication. Prerequisite: Pl. 331. 3 sem. hrs.

### Pl. 340—Phenomenology

This course will treat the problems which gave rise to contemporary phenomenology and some of the main figures in the different phases of Phenomenology: Husserl, Scheler, Heidegger, Merleau-Ponty, Satre, and Ricoeur. 3 sem. hrs.

### Pl. 341—American Idealism

An attempt to trace historically the tendency of American thinkers to assimilate religious and esthetic experience. The following philosophers will be treated: Edwards, Emerson, Peirce, James, Royce, Dewey, Santayana, and Whitehead. 3 sem. hrs.

### Pl. 342—American Pragmatism

A study of the philosophies of Charles Peirce, William James, John Dewey, G.H. Mead, and C. I. Lewis, with emphasis on philosophical, social, scientific, and mathematical developments influential in the growth of pragmatism, the general structure of pragmatism as a philosophical system, and the individual differences within this common general structure. 3 sem. hrs.

### Pl. 343—American Philosophy: the esthetic tradition

The course will consist of lectures on major American thinkers like Edwards, Emerson, Royce, Dewey, Santayana, James, Peirce, Whitehead. It will attempt to analyse the place of esthetic experience in the writings and thought of these men, its relation to other forms of human experience, its possible religious significance. Typical works to be considered would be: *Freedom of the Will, The Nature of True Virtue, The Sense of Art as Experience, Nature, The Conduct of Life, Symbolism, Process and Reality, The Life of Reason, Scepticism and Animal Faith, The Varieties of Religious Experience.* Course requirements would consist of representative selections from the writings of the philosophers considered, the class lectures, and some kind of research paper. 3 sem. hrs.

### Pl. 345—Contemporary Spanish Philosophy

This course will survey the remarkable and unique phenomenon of Spanish philosophy in the last fifty years, with special emphasis on some of the major figures, Unamuno, Ortega, Zubiri, Marias (Readings in Spanish of some of their short but important works). Beginning with Unamuno's search for personal immortality

and the generation of '98, it will take up the philosophy of Ortega y Gasset and the formation of the School of Madrid in two of its most influential representatives, Xavier Zubiri and Julian Marias. It will attempt to study both the literary and strictly metaphysical themes such that the situation of Spanish thought is defined in terms of its own uniqueness as well as in its relation to the wider European scene. 3 sem. hrs.

### Pl. 351—Religious Anthropology

A Religious Studies approach to social problems. The aim of the course is a very limited one: to help the student understand the contemporary image of man and thus the problem with the contemporary image of God. The former is indispensable to an understanding of the social problems and popadeutic to giving the social problems a religious dimension. 3 sem. hrs.

### Pl. 370—History of Religion and Culture: I

A Religious Studies approach to the great philosophical syntheses of the ancient and medieval periods. This course will situate the intellectual leaders of ancient thought within and historical framework with special emphasis on their significance in Western literature, philosophy and religion. 3 sem. hrs.

### Pl. 371—History of Religion and Culture: II

Continuing the Religious Studies historical approach employed in Pl. 371 this course will study the great philosophical, literary and religious leaders of the modern and contemporary period. 3 sem. hrs.

### Pl. 388—Oriental Philosophy

A survey of the development of philosophical thought in China, India, and Japan, ranging from the beginning of Confucianism, Taoism, Hinduism, Buddhism to the twentieth century. Included is a systematic and critical examination of various metaphysical, epistemological, axiological theories implicit in these traditions in comparison with those in the Western philosophy. The course also deals with the political, economic, and social conditions from which these philosophic movements emerged and with their impact on subsequent periods; it ends with a brief survey of important metaphilosophical issues involved in comparative philosophy. Prerequisites: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 389—The Philosophy of Death and Immortality

An historical survey of the thought of important philosophers on the problem and meaning of death and immortality. Principle authors to be studied: Plato, Aristotle, Averroes, Aquinas, Descartes, Hume, Kant, Schopenhauer, Nietzsche, Scheler, Whitehead, Heidegger, Rahner, Beros and Maritain. 3 sem. hrs.

### Pl. 390—Interdisciplinary Seminar

The relationship of philosophy to other academic disciplines. Course content varies. Prerequisite: Pl. 101 and 1 course from Group 1. 3 sem. hrs.

### Pl. 397—Philosophy and Literature

The course will approach the problem of the relation of philosophy to literature obliquely. It will re-examine several traditional problems in western philosophy (the relation of consciousness and world, the mind-body split, the problem of language, etc.) from the philosophical and literary points of view, and gradually expand its understanding of these two human preoccupations, philosophy and literature. Carefully coordinated readings from the French phenomenological philosopher, Maurice Merleau-Ponty, and the Irish novelist poet, James Joyce, will provide the texts for the re-examination. The format of the course will combine lecture and seminar practices, with one major paper and several minor exercises required of every participant. Prerequisites: Pl. 101 and one course from Group I.

Philosophy of Communication

An investigation into the concept and phenomenon of communication. Although special attention will be given to language, other forms of communication will be considered as well.

# Physics

### Ph. 103—Introductory Physics

A lecture-demonstration course designed specifically as an orientation course for those whose interests lie in the sphere of the humanities and to aid in their interpretation of their immediate physical environment. From time to time rigorous laboratory exercises are assigned. A knowledge of algebra is required. 4 sem. hrs.

### Ph. 107–108 Seminar

Regular meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activites. No academic credits

### Ph. 111–112—Basic Physics

A one year introductory course in physics organized about the great theories of physics mechanics, thermodynamics, electromagnetism, relativity, and quantum mechanics. It is intended for students whose major fields of concentration are chemistry, mathematics, or physics as well as for pre-engineering students. Three lectures, one laboratory, and one review session each week. Corequisite: Mt. 257–258. 5–5 sem. hrs.

### Ph. 201–203—General Physics

The principles of mechanics, heat, sound, light, magnetism, electricity, and fundamentals of atomic physics. In presenting these topics the special interests of the biological sciences and the general education groups are kept in view. Three lectures and one laboratory session each week. A knowledge of algebra and trigonometry is required. 4–4 sem. hrs.

### Ph. 207–208—Seminar

Regular meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities. No academic credits

### Ph. 221—Electricity and Magnetism

A detailed development and application of the laws of electromagnetism and an introduction to vector calculus culminating in the statement of Maxwell's equations. Three lectures and one review session each week. Prerequisite: Ph. 112, corequisite: Mt. 259. 3 sem. hrs.

### Ph. 222—Waves and Oscillations

An integrated course treating the many important systems in physics described by oscillatory or wavelike motions. Some of the topics covered are free and forced vibrations of coupled systems, electromagnetic waves, interference and diffractions. Three lectures and one review session each week. Prerequisite: Ph. 221; corequisite: Mt. 260. 3 sem. hrs.

### Ph. 223–224—Introductory Electronics

A two semester lecture-laboratory course treating circuit theory and the properties of electronic tube and solid state devices. Two lectures and one laboratory each week. Prerequisite: Ph. 112, corequisite: Mt. 259. 3–3 sem. hrs.

### Ph. 240–241—Special Projects

Spontaneous activities of the "independent Study" type. These may be either experi-

mental or theoretical. Experimental groups will be concerned with developing and construction equipment suitable for demonstrations, teaching, or research. Theoretical groups will select fields of study within their interests and abilities and for which no formal lecture courses are currently available on campus. Projects are selected by the student and are subject to approval and supervision by staff. Prerequisite: Ph. 112. 1–1 sem. hr.

### Ph. 307–308—Seminar

Regular meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities. No academic credits

### Ph. 340–341—Special Projects

Prerequisite: Ph. 240–1. 1–1 sem. hr.

### Ph. 347—Advanced Electronics

Topics and experiments covering the theory, design and evaluation of selected circuits and systems with special emphasis on solid state circuitry. Two lectures and one laboratory session per week. Prerequisite: Ph. 223–224. 3 sem. hrs.

### Ph. 350–351—Theoretical Physics I

A unified lecture course covering the theoretical aspects of classical and modern physics. Topics especially emphasized include classical mechanics and introductory quantum mechanics. Corequisite: Mt. 381. 3–3 sem. hrs.

### Ph. 353—Thermal Physics

An intermediate level single semester course starting with discussion and applications of the first and second laws of thermodynamics. An introduction to statistical mechanics is presented with applications of Boltzman, Fermi-Dirac and Bose-Einstein distributions. Prerequisite or corequisite: Ph. 350. 3 sem. hrs.

### Ph. 355—Solid State Physics

An advanced level single-semester course stressing theory of solid state physics including statistics, classical and quantum, energy levels, metals, semi-conductors, electrical and magnetic effects in solid. Prerequisite at the discretion of the instructor. 3 sem. hrs.

### Ph. 357—Nuclear Physics

An advanced level, single-semester course stressing quantum mechanics, nuclear energy levels, nuclear theory, particles, high energy devices, detectors. Corequisite: Ph. 351. 3 sem hrs.

### Ph. 360–361—Advanced Theoretical Physics

A continuation of the theoretical Physics sequence stressing electromagnetic field theory, quantum mechanics, and relativity. Three lectures each week. Prerequisite: Ph. 350–1. 3–3 sem hrs.

### Ph. 370–371—Advanced Physics Laboratory

An advanced lab with minimum supervision with the objectives of training students to be self-reliant and resourceful in planning and performing experiments not ordinarily performed at the elementary level. Research grade equipment is used and students may select their choice of experiments from one or more of the following disciplines; mechanics, optics, thermodynamics, acoustics, atomic physics, solid state physics, spectroscopy, and electronics. Two laboratory sessions each week. 3–3 sem. hrs.

### Ph. 374–375–376—Research

Physics majors who have demonstrated exceptional promise in either theoretical or experimental physics will be allowed to concentrate in their speciality. This course

may be taken during the summer as part of our Undergraduate Research Participation Program, or as part of the senior's academic year studies. Program and credit must be determined in each individual case. 2 to 3 sem. hrs. each sem.

Ph. 387–388—Seminar

Regular meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities. No academic credits.

# Political Science

Pol. Sci. 101—American Government I

Structure, development, powers, and limits of the federal government; underlying principles and relationships of executive, legislative and judicial departments; organization, functions, and powers of various branches and bureaus of government, revenues, expenditures, and debts; federal regulation and control. 3 sem. hrs.

Pol. Sci. 105—Underclass Honors Course

Problems of inquiry in the field of Political Science. 3 sem. hrs.

Pol. Sci. 201—European and Comparative Government I

GREAT BRITAIN: the origin of the British Constitution; the Crown, Parliament; the Legal System; local government; FRANCE: The heritage of the Revolution and subsequent political structures; special emphasis on the politics of the Fourth and Fifth Republics; British and French Systems compared. 3 sem. hrs.

Pol. Sci. 202—European and Comparative Government II

GERMANY: historical backgrounds; the Hohenzollern Empire (1871–1918); the Weimar Republic (1918–1933); National Socialism (1933–1945); Allied Occupation and control; rebirth of German political life. SOVIET UNION: historical background and communist revolution; Lenin and consolidation; Stalin and his successors in power; the Soviet government in theory and practice; communist system and the world. Comparative governments; democracy vs. dictatorship; constitutions; separation of powers; legislatures and political parties. 3 sem. hrs.

Pol. Sci. 225—Introduction to Administrative Process

3 sem. hrs.

Pol. Sci. 250—Introduction to State Politics

3 sem. hrs.

Pol. Sci. 275—Introduction to Urban Politics

3 sem. hrs.

Pol. Sci. 301—Constitutional Development II

The constitution in Embryo; the Constitutional Convention and Ratification; the Constitution in Operation; Growth of Judicial Power under John Marshall; the Eve of the Civil War; Reconstruction, the Fourteenth Amendment; Legal-Tender Cases; Business Affected with a Public Interest; Interstate Commerce. 3 sem. hrs.

Pol. Sci. 302—Constitutional Development II

The Sherman Anti-Trust Act (1890) the Income Tax on Trial: the Constitution and the Flag; Labor Cases; Railroad Regulations; Supreme Court Personnel; Wilson's

"New Freedom"; Amendments; Civil Liberties and Due Process; Judicial Limits of Regulatory Power; the Supreme Court in Transition 1935–37; Attempts at Judicial Reform; Control of Industry; World War II; Judical Trends.
3 sem. hrs.

Pol. Sci. 304—Minority Groups' Politics

3 sem. hrs.

Pol. Sci. 305—Political Parties and Pressure Groups

The party system, theory and practice on national, state, local level. Party organization. Nominations. Conventions. Campaign techniques. Electrons. Voting Behavior. The principal pressure groups. Methods used to mobilize public opinion. Influence of pressure groups on various branches of government. Influence of parties and pressure groups on public administration and bureaucracy. 6 sem. hrs.

Pol. Sci. 308—History and Philosophy of Soviet Communism

From 1905 to the present, The Revolution of 1905 and 1917; The establishment of the Soviet Union; variations in foreign and domestic policy between the two World Wars; Post-war Soviet Imperialism. Theoretical aspects of Communism.
3 sem. hrs.

Pol. Sci. 311—International Relations

A comprehensive, systematic study of the fundamental principles that govern international politics. Significant concepts that are dealt with include: international law; elements of power and the dynamics of international relations, techniques of foreign policy; revolution and the cold war, international economics, collective security. 3 sem. hrs.

Pol. Sci. 312—International Relations

Examination of some of the more basic international issues—Political, economic and psychological—of the contemporary world. Emphasis on the sources of U. S. conduct, Soviet conflict management, problems of imperialism and colonialism. The quest for peace, the unity of the West, the West and the world. Discussion of current international events. 3 sem. hrs.

Pol. Sci. 313–314—History of Political Thought

A survey of political thought from ancient times to the present with special emphasis upon an analysis of the past that can contribute to an understanding of the present.
3–3 sem. hrs.

Pol. Sci. 331—Political Behavior

Empirical and quantitative methods applied to the study of political activity; voting behavior, party identification, political values and motivation. 3 sem. hrs.

Pol. Sci. 340—Public Opinion

3 sem. hrs.

Pol. Sci. 346—Philosophy of Democratic Government

A study of the fundamental premises of democratic government as analyzed by a variety of contemporary authors. 3 sem. hrs.

Pol. Sci. 351—Latin American Politics and Government

A study of the evolution of Latin American politics and government from the colonial origins to the present. Includes concentration on specific problems which originate in the colonial period and remain characteristic of Latin American society today: Land reform, the establishment of permanent political parties, social stratification, the assimilation of foreign and native elements, and the effects of United States policy upon the area. 3 sem. hrs.

Pol. Sci. 373—Congressional and Presidential Politics

Analysis of the policy process within the legislative and Executive systems in-

cluding the effects of environmental factors on policy and the patterns of interaction between the legislative and executive branches in the American political system. 3 sem. hrs.

Pol. Sci. 390—Bureaucracy and Public Policy

The growth of bureaucracy; its latent and manifest functions; its structure; elements of decision making theory. 3 sem. hrs.

The following courses on special topics in Political Science are designed primarily for majors and presuppose a background in the field. Non-majors may take these courses with the permission of the instructor.

Pol. Sci. 391—Seminar in Political Theory

3 sem. hrs.

Pol. Sci. 392—Seminar in State and Local Politics

3 sem. hrs.

Pol. Sci. 393—Seminar in Metropolitan Politics

3 sem. hrs.

Pol. Sci. 394—Seminar in American Politics

3 sem. hrs.

Pol. Sci. 396—Seminar in Political Power

3 sem. hrs.

Pol. Sci. 397—Seminar in Comparative Politics

3 sem. hrs.

Pol. Sci. 399—Independent Studies in Political Science

3 sem. hrs.

# Psychology

Psy. 101—Introductory Psychology

Survey of the major fields of Psychology. Prerequisite for all other psychology courses. 3 sem. hrs.

Psy. 200—Psychology of Personal Adjustment

Problems arising from maladjustment emphasizing maintenance of a sound, healthy mental attitude on adjustment to everyday problems. Prerequisite Psy 101. 3 sem. hrs.

Psy. 201—Statistics and Methods I

Introduction to the detailed treatment of the application of the scientific method in Psychology. Principles of data collection, analysis, interpretation of descriptive and inferential statistics and report writing. Required of all majors. (3 hrs. lecture and 3 hrs. lab.) 4 sem. hrs.

Psy. 202—Statistics and Methods II

Principles of data collection, analysis, interpretation and reporting but with emphasis on parametric and non-parametric techniques. Prerequisite 201A. Required of all majors. (3 hrs. lecture and 3 hrs. lab)-4 sem. hrs.

### Psy. 301—Intermediate Statistics

Foundations of statistical inference. Parametric and non-parametric techniques. Prerequisite 201. 3 sem. hrs.

### Psy. 303—Experimental Design

An intensive treatment of the major techniques of design and analysis of experiments in psychology, with an emphasis on factor analysis. Prerequisite Psy 301. 3 sem. hrs.

### Psy. 308—Psychology of Learning

Contemporary theories and problems of learning. Prerequisite: Psy 201. (3-hrs. lecture and 2-hrs. Lab) 3 sem. hrs.

### Psy. 309—Motivation and Emotion

Survey of contemporary theories and problems. 3 sem. hrs.

### Psy. 310—Personality

Survey of major theories and research in personality dynamics. 3 sem. hrs.

### Psy. 311—Sensation and Perception

An intensive review sensory processes and perceptural organization. Prerequisite: Psy. 201. (3-hrs. lecture and 2-hrs. Lab) 3 sem. hrs.

### Psy. 312—Social Psychology

Psychological nature of society and social interaction; individual and group relationships; factors influencing group behavior. 3 sem. hrs.

### Psy. 330—Developmental Psychology

Development of behavior and psychlogical activity through the prenatal period, infancy, childhood, adolescence, maturity and old age. 3 sem. hrs.

### Psy. 334—History and Systems of Psychology

Emergence of psychology as an independent science from ancient philosophy and medicine to the present, and an intensive study of current systems of psychology. 3 sem. hrs.

### Psy. 336—Abnormal Psychology

A description of psychopathology and current theories of etiology and therapy. Prerequisite: 6-hrs. of Psychology. 3 sem. hrs.

### Psy. 338—Psychological Tests and Measurements

Principle and practice of basic psychological testing. Theory of measurement; test construction; reliability and validity. Prerequisite: Psy 201, and either Psy 310 or 336. (3-hrs. Lecture and 3-hrs. Lab) 4 sem. hrs.

### Psy. 340—Moral Development of the Child

Survey of research literature and research method of childhood moral development. Prerequisite: Psy 330. 3 sem. hrs.

### Psy. 342—Introduction to Counseling

Survey of principles and techniques of psychological counseling 3 sem. hrs.

### Psy. 370—Propaganda and Mass Communication

An interdepartmental course, consisting of an evaluation of propaganda and the theories and techniques of mass communication. Credit also given for DS 370, and Jr. 343. 3 sem. hrs.

### Psy. 375—Personnel Selection

Practical use and selection of tests and other measures in the employment

situation. Measurement theory and criterion development. Prerequisite: Psy 201 or equivalent. (3-hrs. Lecture and 2-hrs. Lab) 3 sem. hrs.

### Psy. 380—Abnormal Child Psychology

A survey and evaluation of the current theories and research on the development, dynamics, and therapy of behavioral problems in children. Prerequisite: Psy 330. 3 sem. hrs.

### Psy 385—Industrial Psychology

Applications of psychological principles to human problems in industrial situations. Individual needs and motives as they affect group achievement.
3 sem. hrs.

### Psy. 390—Physiological Psychology

Investigation of relationship between physiological structures and behavior. (3-hrs. Lecture and 3-hrs. Lab) 4 sem. hrs.

### Psy. 393—Comparative Psychology

A comprehensive survey of animal behavior as it relates to behavioral taxonomies, ethology, and behavioral genetics. Prerequisite: Psy 201. 3 sem. hrs.

### Psy. 394—Seminar in Psychology

The content of this course varies semester to semester. Topics include: Behavior Therapy, attitude scale construction, Psychopathology, Primate Behavior, etc.
3 sem. hrs.

### Psy. 395—Independent Readings

Research and readings on selected topics. Open only to second semester Junior and Senior majors and with permission of the chairman. 3 sem. hrs.

### Psy. 396—Human Learning

An investigation of current problems and types of human learning. 3 sem. hrs.

### Psy. 398—Senior Research Thesis

1 sem. hrs.

### Psy. 399—Senior Research Thesis

2 sem. hrs.

# Sociology

### Sl. 101—Introductory Sociology

An introduction to the sociological perspective. Consideration of the concepts of structural and culture. General survey of relevant theory and research to give the student an understanding of the sociologist's approach to human behavior.
3 sem. hrs.

### Sl. 201—Social Problems

A broad one-semester survey of current social problems in American Society. Topical areas include: Alcoholism and addiction, crime and delinquency, race and minorities, population. 3 sem. hrs.

### Sl. 202—Cultural Anthropology

A study of world cultures, past and present. Emphasis on the present. Reasons for change. 3 sem. hrs.

Sl. 203—Social Psychology

General review of psychological and sociological theory and research relevant to the topics of: personality, status, stereotypes, roles, intergroup conflict, behavior and attitudes. 3 sem. hrs.

Sl. 204—Criminology

A study of the social characteristics of crime and the criminal. Emphasis placed on the criminal and his behavior prior to, during and after the commission of the criminal act. 3 sem. hrs.

Sl. 207—Medical Sociology

The sociological characteristics of sickness to include primitive medicine, the evolution of medicine, organization of medical care, the relationship between disease and environment and the impact of health on society. 3 sem. hrs.

Sl. 208—Seminar: Major Issues in American Society

An analysis of the issues shaping American society in the 1970's: race, drugs, youth culture, ect. 3 sem. hrs.

Sl. 225—Social Statistics

Introduction to the use of statistics as a research instrument in sociology. 3 sem. hrs.

Sl. 301—Sociology of the Family

A review of theory and research concerned with the family as an institution. Special emphasis on cross cultural analysis. 3 sem. hrs.

Sl. 302—Political Sociology

A review of theory and research concerned with the political institution. Special emphasis on the American political system. 3 sem. hrs.

Sl. 303—Social Stratification

A survey of theory and research relevant to status systems. A cross cultural approach with special emphasis on the American Stratification system. 3 sem. hrs.

Sl. 304—Deviant Behavior

A course which places special emphasis on deviations within the American social system. A survey of the characteristics of the deviant. An attempt to discover the causes of deviation. 3 sem. hrs.

Sl. 305—Sociology of Work and Occupations

Development and place of occupations and professions of modern life; personnel recruitment; education and careers; social relationship and the work role. 3 sem. hrs.

Sl. 306—Sociology of Religion

The functions of religion in society; religious and social variation; the inter-relations between religion and other social institutions. 3 sem. hrs.

Sl. 307—Sociological Theory: From the Beginnings to the Twentieth Century

The history, social setting and atmosphere surrounding the classical theorists; from Comte to Weber. 3 sem. hrs.

Sl. 308—Sociological Theory: From the Twentieth Century to the Present

A systematic analysis of the theories and related research of the contemporary sociologists. 3 sem. hrs.

Sl. 309—Urban Sociology

The demographic ecological approach to the American city. Consideration to theories of ecological development. 3 sem. hrs.

### Sl. 310—Demography

An analysis of population trends and survey of recent literature on population problems and population distribution. 3 sem. hrs.

### Sl. 312—Complex Organizations

An analysis of the models in the study of bureaucracy and large scale formal organizations. Topics discussed included the various ideal models for studying organizations, structural characteristics of organizations, and problems of organizations in environmental relationships. 3 sem. hrs.

### Sl. 313—Ecology

Special distribution of populations and institutions and accompanying processes as they effect the ecological organization of cities and metropolitan areas. 3 sem. hrs.

### Sl. 326—Research Methods and Techniques

Logical consideraions in method and design of studies. Review of techniques currently in use. An empirical study must be completed by each student in the course in an area of his interest. 3 sem. hrs.

### Sl. 349—Social Aspects of Mental Health

Sociological analysis of the causes, effects, treatment and prevention of mental illness. 3 sem. hrs.

### Sl. 395—Special Projects

Investigations designed for the special needs of the advanced student. (Permission of the instructor) 3 sem. hrs.

### Sl. 401—Seminar: Race and Minorties

3 sem. hrs.

### Sl. 402—Seminar: Penology

3 sem. hrs.

### Sl. 403—Seminar: Social Change

3 sem. hrs.

### Sl. 404—Seminar: Urban Sociology

3 sem. hrs.

### Sl. 421—Group Dynamics

General review of the social psychological literature on group behavior. Emphasis is on theoretical approaches to the study of the group phenomena, major traditional and current empirical research, and student experimental projects. Prerequisites: Any one of the following courses, or permission of instructor: Psy. 101; Soc. 101; Psy. 312; or Soc. 203. 3 sem. hrs.

### Sl. 424—Seminar: The Urban Family

A special course given by the combined faculties of Xavier, Dominican, and Loyola Universities. Admission requires permission of the respective departmental chairmen. 3 sem. hrs.

# Social Welfare

### SW. 202—Introduction to Social Welfare

Introduction to the historical perspective of social welfare and social work with an overview of contemporary social services and professional social work. 3 sem. hrs.

SW. 301-302—Principles and Methods of Social Work

Introduction to the basic concepts and principles of interventive techniques in social work as a profession: first semester includes an introduction to professionalism in social work with later emphasis on communication and beginning interviewing skills, second semester includes indepth interviewing with later emphasis on group work and social actions. (Prerequisite: SW 202). 3-3 sem. hrs.

SW. 303—Social Welfare as an Institution

An examination of some of the historical and political facets of social welfare planning and an appraisal of the various social and economic philosophies that have been either levelled against or used in favor of social welfare. 3 sem. hrs.

SW. 304—Families in Crisis

The family is viewed as that buffer zone between the individual and society Emphasis is placed on family crisis related to illness and poverty. An understanding of family dynamics. 2 sem. hrs.

SW. 305—Problems of Assimilation

The course is presented in two parts. Part I is an examination of the theory of assimilation in the social sciences. Part II is a consideration of the actual problems of cross-cultural (sub-cultural) movement and some of the ways these may be met. During the second half of the semester, students are expected to do research work. 2 sem. hrs.

SW. 401-402—Field Experience and Seminar

Provides the opportunity to test our understanding of the theoretical content of classes; under the guidance of a professional social worker, the student practices the principles and methods of social service in the educational center or an agency. (Prerequisites: SW 202, SW 301-302, SW 303). 4-4 sem. hrs.

SW. 403—Community Organization

Introduction to and the identification of the distinguishing characteristics of community organizations as it relates to the profession of social work. A basic consideration of the course is the study of community resources and methods used to solve social problems at a community level. 3 sem. hrs.

SW. 404—Clinical Social Service

An indepth analysis of individual and group behavior with emphasis on theories of change and clinical and therapeutic techniques. 3 sem. hrs.

SW. 405—Man in Society

A reading pro-seminar emphasizing a synthesis of ideas from literature, philosophy, anthropology, political science and theology; the focus is on man in his social relationships. 2 sem. hrs.

SW. 406—Independent Study

An individual program designed for the special needs of the advanced student, includes research, reading, etc. (Permission of the program director required). 1-3 sem. hrs.

# Theology and Religious Studies

*Area I—Religion, Belief and Reason*

Th. 100—Human Experience and Belief

Human experience as a starting point for the investigation of the God-idea among

men, studied in the light of present trends in the Sociology of Religion; special attention focused on the Sociology of Knowledge; directed to the study of human experiences which implicitly support a religious content; Peter Berger's analysis or order, hope and humor; treatment of restlessness, joy, celebration and love as possible sources of implicit religious content. 3 sem. hrs.

### RS. 101—The Phenomenology of Religious Belief

This course is designed to consider the origins of religious faith and belief phenomenologically. The approach is critical with an emphasis on the psychological, philosophical, and theological determiants operative in the formation of belief. 3 sem. hrs.

### Th. 110—Problems in Faith

A critical approach to the knowledge content of faith as seen in the light of scientific, philosophical, theological and phychological developments. 3 sem. hrs.

### RS. 111—Philosophy of Religion

A study of the philosophical problems raised by man's religious experience. This will include a brief survey of major world religions to clarify common characteristics of the phenomena of religion as it has historically appeared. The course will conclude with an investigation of religious experience on the personal or individual level with the accompanying problems belief; relationship of religious subjects to religious object; the vertification of the religious experience. 3 sem. hrs.

### Th. 112—Ways of Knowing God

A study of man's knowledge of God; analogical reasoning, its validity and limitations; Christian Revelation, the process, the media, Christian experience of God today. 3 sem. hrs.

### Th. 114—The Nature and Sources of Theology

The nature of theology and theological methodology; relationship of theology to other disciplines in university cirriculums; the role of Scriptive, Tradition and the Magisterium of the Church in theology; the development of dogma. 3 sem. hrs.

### RS. 115—The Nature of Religious Experience

A study of religious experience from a variety of sources and disciplines. Authors to be studied will include: Durkheim, Edwards, Herberg, Hocking, James, Jonas, Knox, Royce. 3 sem. hrs.

### Th. 116—Faith and Revelation

The nature of Revolution; the problem of the personal act of faith studied in the light of the contemporary situation. 3 sem. hrs.

### RS. 117—American Religious Philosophy

A survey of the development of American religious philosophy emphasizing the major American religious philosophers including an analysis and evaluation of various aspects of their thought. Authors to be studied will include Edwards, Emerson, Peirce, James, Dewey, Royce, Santayana, Whitehead, Hocking, Weiss, Hartshorn. 3 sem. hrs.

### Th. 118—Revelation and Religion

Analysis of contemporary theologians' attempt to distinguish and clarify the relationship of religions based on an explicit awareness of a concrete revelation and those religions which arise from human experience; discussion of the relationship of Christianity to order religions. 3 sem. hrs.

### Th. 119—Biblical Themes

An historical, literary and theological orientation to the reading of the Bible, with special emphasis on tracing such themes as God, faith, prophecy. 3 sem. hrs.

Th. 120—The Bible as Literature-Old Testament

Origin of the Bible as the literature of Israel: ballad, folklore, epic, the prophetic movement, the sapiential writings, the apocalyptic. The demythologizing process: biblical secularity. Remythologizing: the role of the Old Testament as literature, evoking experience. Workshop on the major thematic cycles, the psalms, the prophetic oracles, the apocalyptic visions. 3 sem. hrs.

*Area II—Religion and Man*

Th. 190—Education for Full Freedom

An introduction to the whole field of higher education. In a provocative inquiry into the history and contemporary condition of education, the course leads towards a challenging program for the future, founded upon a new moral view of man and society. The restriction of valid human experience to that measurable by empirical sciences needs to be checked by exploration of man's transcendence. 3 sem. hrs.

Th. 220—The Bible as Literature-New Testament

The emergence of the New Testament from the christian experience. Literary analysis of the Gospels and St. Paul: from criticism. Workshop on the Parables, the *Flesh-Spirit* antithesis of St. Paul, the Joannine *signs* 3 sem. hrs.

R.S. 260—The Sacred and the Profane

An analysis of basic elements of historical behavior through the writings of Mercea Eliade, with emphasis on these elements assumed and revalorized by the historical incarnation of Jesus, i.e., the dialectic of the sacred/profane, existential, predicament, revelation, salvation, mysticism, eschatology. Contemporary authors will be employed, from literary sources as well, to highlight comparative factors in religious preparation. 3 sem. hrs.

Th. 222—The Person of Jesus Christ

A study of the Son of God made man and His relevance today; pertinent sections of the Conciliar CONSTITUTION ON THE CHURCH IN THE MODERN WORLD receive special attention. 3 sem. hrs.

Th. 224—Jesus Christ: Yesterday and Today

A study of the person of Jesus Christ and of the Church in biblical, patristic and in modern and contemporary theological sources. 3 sem. hrs.

Th. 226—The Theology of Christ

An historico-theological study of the Christology of the early Church Fathers, the councils, present day and contemporary theologians. 3 sem. hrs.

Th.228—The Mystery of Sin and the Redemption

A study in the depth of Jesus Christ's saving deed as unfolded in the writings of St. John, St. Paul and in subsequent Christian tradition. 3 sem. hrs.

Th. 230—The Gospels and the Historical Christ

A study of the complex literary composition of the Gospels to arrive at their presentation of the person, the work and the teaching of Jesus Christ. Workshop on the Gospel texts. 3 sem. hrs.

Th. 232—St. Paul—His Writings and His Theology

A study of the writings and the theology of St. Paul in their original context and in the context of Christianity in the 20th century. 3 sem. hrs.

Th. 234—St. John—His Writings and His Theology

A study of the Joannine writings and theology in their original context and in the context of Christianity in the 20th century. 3 sem. hrs.

Th. 236—The Gospels and the Historical Jesus

The problem of the Christ of Faith versus the real, historical Jesus of Nazareth.

Literary criticism of the documents; source, form and redaction criticism. Modern biographies of Jesus, in particular S.G.F. Brandon's portrayal of the revolutionary nationalist in *Jesus and the Zealots.* 3 sem. hrs.

### R.S. 250—A study of Man

An approach to the human condition. Taking the position that phenomenologically man appears "unfinished" this course attempts an analysis of the determinants and imperatives revealed by man's finitude. An attempt will be made to answer the question of man's fulfillment in relation to the problems of death and love. The foundations of discussion will be religious, philosophical, and psychological. 3 sem. hrs.

## *Area III—Religion and Society*

### Th. 330—The Theology of Man and Grace

A study of the Pauline theology of the justification of all men in Christ; an analysis of man's personal encounter with and commitment to Christ in terms of the psychology of divine grace; a study of the relationship of the natural and the supernatural in the divine milieu. 3 sem. hrs.

### Th. 332—The Christian Person

A study of the goal of the Christian; his acts as human; the divinization of these acts; the Spirit as directive; the meaning of law. 3 sem. hrs.

### R.S. 304—Introduction to Social Ethics: The Quest for Social Justice

While recognizing that there are numerous approaches to social ethics, this course will focus on Christian approaches to the task. After a brief survey of the history of Christian social teachings and as an attempt to provide a conceptual framework for the various Christian responses to culture, the course will emphasize an interdisciplinary approach to the problems of social order. The contributions of social science, ethics, and theology or religion are brought to bear on the establishment of norms and the evaluation of the goodness and rightness of human communal and social arrangements and public policies.

### Th. 334—The Sacramental Church in Prophecy and Fulfillment

An inquiry into the way the Church is portrayed in the Old and New Testaments; the essential elements of her nature and activity; a study of the Sacraments of Baptism, Confirmation, Holy Eucharist, Penance and Extreme Unction in their daily meaning for the individual Christian. 3 sem. hrs.

### Th. 336—The Body of Christ

The Church as mystery and human institution; the development of the dogma of the Church as Body of Christ and its relevance today. 3 sem. hrs.

### R.S. 337—Man in the Media: Man, Guilt and Morality in the Cinema

A rotating course that concentrates on important themes as they are reflected in the popular media. As an introduction to the series the course will concentrate on the films of Alfred Hitchcock and the ways in which Hitchcock uses cinema to probe questions of guilt, fear, personal responsibility, social conformity, and anxiety. Fifteen major Hitchcock films—from *The Thirty-Nine Steps* to *The Birds*—will be shown in the film series. 3 sem. hrs.

### The. 338—The Theology and History of the Sacred Liturgy

An investigation into the historical background and theological content of the Sacred Liturgy; special emphasis on THE CONSTITUTION ON THE SACRED Liturgy of Vatican II. 3 sem. hrs.

### Th. 340—Contemporary Moral Problems

A study of the contemporary Catholic position in regard to such problems as racial segregation, the commitment to the social order, lying, pre-marital sex, birth control, medical ethics, war. 3 sem. hrs.

R.S. 341—(Pl 370) A History of Religion and Culture I

An approach to the great philosophical syntheses of the ancient and medieval periods. This course will situate the intellectual leaders of ancient thought within an historical framework with special emphasis on their significance in Western literature, philosophy and religion. 3 sem. hrs.

Th. 342—Ways of Christian Life

A theology of the call to the perfection of Christian living in marriage, celibacy, priesthood and religious life. 3 sem. hrs.

RS. 343—Theology and Social Ethics: The Thought of Reinhold Niebuhr:

Sustained attention will be given to Niebuhr's major work, *The Nature and Destiny of Man.* The course will attempt to deal appreciatively and in depth with one recognized and influential social ethicist's method for appropriating Christian theological insights in the social ethical enterprise. 3 sem. hrs.

Th. 344—The Church of the Future

A study of the Catholic Church in a state of change; special emphasis on Vatican II's understanding of the nature and mission of the Church; projections about the form of Catholicism in the future; obedience; authority; contemporary moral issues; ecumenism; liturgical reform; layman and priest in the Church. 3 sem. hrs.

RS. 345—Comparative Religion I: Primitive Religions

An analysis of man and his experience of the deity in primitive times. An inquiry into the religions of the Babylonians, Egyptians, Persians, Pre-Columbian America, Teutons, Celts, Slavs, Greeks, and Romans. 3 sem. hrs.

R.S. 382—Seminar: Religion and Revolution: Problems of Violence and Non-Violence

Christianity can be interpreted as espousing social change and as defending what is valid in society. An inquiry into the basis for a position for or against violence/non-violence as an instrument of social change, this course will focus on the problems of violence and non-violence—from an ethical perspective—as possible means for achieving social change or defending human values. 3 sem. hrs.

R.S. 410—Christian Humanism

This course is an approach to the Theology of History as seen principally through the works of Christopher Dawson and Jacques Maritain. 3 sem. hrs.

*Area IV—Seminars and Special Questions*

Th. 440—The Sacred Liturgy and Contemporary Spirituality

A study of the relationship between the Sacred Liturgy and the spiritual life, especially in contemporary writers. 3 sem. hrs.

RS. 441—History of Religion and Culture II

Continuing the historical approach employed in RS 341 this course will study the great philosophical, literary and religious leaders of the modern and contemporary period. 3 sem. hrs.

Th. 442—The Theology of the Eucharistic Prayer

An inquiry into the faith content and theology of the Eucharist as shown in the history and forms of the Eucharistic Prayer. 3 sem. hrs.

RS. 443—(Phil 389) The Philosophy of Death and Immortality

This course will attempt an historical survey of the thought of important philosophers on the problem and meaning of death and immortality. Principal authors to be studied are: Plato, Aristotle, Avverroes, Aquinas, Descartes, Hume, Kant, Schopenhauer, Nietzsche, Scheler, Whitehead, Heidegger, Rahner, Boros, and Maritian. The course will be conducted as a seminar and will be limited to 20.

Each student will be expected to conduct a class discussion on some author not treated in class. 3 sem. hrs.

### Th. 444—The Theology of God

An historico-theological threatment of God in Sacred Scripture, the writings of the Fathers, the philosophers and in contemporary Catholic and Protestant thought. 3 sem. hrs.

### RS. 445—Comparative Religion II: Eastern Religions

A study of the psychological and socio-cultural nature of the religious experience in India, China, Japan, Islam and ancient and modern Judaism. 3 sem. hrs.

### Th. 446—(Pl. 322) A Study of Atheism

The problem of atheism and unbelief in the Biblical, modern and contemporary eras; special attention to radical theology and "Death-of-God" movement. 3 sem. hrs.

### RS. 447—Twentieth Century Religious Thought

A Religious Studies analysis of the basic features of the contemporary God-problem; the bearing of the secularization process and present day theories of knowledge or God-talk; a sampling of the varying accommodations of contemporary religious thinkers to the secular Geist will be examined as well as more recent efforts to situate and articulate the human experience of the transcendent. 3 sem. hrs.

### Th. 448—Seminar on Teilhard de Chardin

A study of Teilhard de Chardin's writings concentrating on his theological insights such as a personal God, the cosmic Christ and man's conformation with the supernatural in the natural environment. 3 sem. hrs.

### RS. 449—The Christian Philosophy of Thomas Aquinas

This course will investigate the theism of Thomas Aquinas in comparison with selected contemporary theists. 3 sem. hrs.

### Th. 450—Seminar on the New "Dutch" Catechism for Adults

A careful reading, detailed study and critical evaluation of the New Catechism-Catholic Faith for Adults. 3 sem. hrs.

### RS. 451—Religious Anthropology

An approach to social problems. The aim of the course is a very limited one; to help the student understand the contemporary image of man and thus the problem with the contemporary image of God. The former is indispensable to an understanding of the social problems and popadeutic to giving the social problems a religious dimension. 3 sem. hrs.

### RS. 452—Sources and Development of the Spirituality of Ignatius Loyola

An historical and ascetical approach to the insights and spirituality of Ignatius Loyola, Jesuit founder, with special emphasis given to the counter-Reformation and the significance of his thought in the modern period. 3 sem. hrs. Team taught.

### RS. 453—Creative Imagination and Religious Understanding

An analysis of the implications for contemporary discernment of religious behaviour drawn from a study of Mercia Eliade's hermeneutic of master images and creativitity in the history of religions. Thematic incursions into the insights of W. Lynch, Ray Hart, P. Brger, G. Durand, P. Riceeur, K. Boulding, K. Horney, R. May, and selected contemporary poets, concerning imagination and the human condition. 3 sem. hrs.

Th. 454—Religious Experience in the Mystics of Sixteenth Century Spanish Literature

A study of the writings of Teresa Avila, John of the Cross, and Fray Luis de Leon. An inquiry into the minor mystics, such as Benito Arias Ontano, and Malon de Chaide. 3 sem. hrs.

R.S. 455—Apocalypse in American Fiction

An investigation of the symbolism of judgment, catastrophe, and renewal in selected works by Hawthorne, Twain, Faulkner, West, O'Connor, Wright, and the recent 'black humorists." Implicit in the study of this apocalyptitc strand in American fiction is the development of skill in the interpretation of literature from a religious perspective. 3 sem. hrs.

Th. 456—Survey of Religious Experience in the Literature of Spain

A study of the religious influences of the Middle and Golden Ages, and the leading thought of Spain in modern times. 3 sem. hrs.

RS. 457—Religion and Culture in Contemporary America

Senior Seminar. The seminar approaches the symbiosis of religion and culture from several different angles. It begins with several theories of the theology of culture, and then turns to the sociology of religion. Sociology leads rather naturally to the Marx-Beard-Weber economic approach. Literature offers as very different approach, but one which leades easily into the approach through ethics, concretely studied in the ethic problem of racism. The final approach is through the study of the Death of God movement. 3 sem. hrs.

Th. 458—Western Mysticism

A study of prayer and contemplation according to the pre-scholastic Doctors, Augustine, Gregory the Great and Bernard of Clairvaux: non-intellectual mysticism, without psychophysical concomitants, purely and solely religious and empirical, available to all men of good will. Workshop on texts of Augustine, Gregory, Bernad. 3 sem. hrs.

RS. 459—Problems in Religion and Science

An approach to the integration of religion and culture emphasizing problems generated by the use of the scientific method. The specific problems to be discussed will be chosen with the cooperation of the class. A typical problem will be the comparison of faith and scientific knowledge. Other problems of interest are evolution, the Heisenberg Uncertainty Principle, the Principle of Complementarity, and the origin of the Universe. 3 sem. hrs.

Th. 460—Great Books in Theology

A reading and discussion of selected books and Christian authors from the patristic age to the present, including such authors as Augustine, Thomas Aquinas, Luther, Newman, Bonhoeffer, Rahner, Tillich, Teilhard de Chardin. Special provision is made for students to read in areas of special need or interest. Permission of the instructor is required for admission to the course. 3 sem. hrs.

RS. 461—Readings in Black Theology

A reading and discussion of recent contributions by sociologists and Christian theologians who have related the work of the black churches in America and the Christian themes of freedom, redemption, and salvation to the Civil Rights and Black Power movements in contemporary American society. Offered in the Religious Studies Program, this course is for a limited number of upperclassmen whose background or special interests is the changing black society in America. Admission by permission of the instructor only. 3 sem. hrs.

Th. 462—Makers of Contemporary Theology

A study of the writings and theology of contemporary theologians who dominate

Christian thought today: Heidegger, Wittgenstein, Tillich, Bultman, Bonhoeffer, de Chardin, Buber, Marcel. 3 sem. hrs.

RS 463 (D.S. 384) The Theatre of Pilgrimage

A study of plays from Shakespeare to Ionesco that show man in pilgrimage, man in search for meaning. The theme of pilgrimage will be studied in the light of the theology of hope. The Greek Theatre will enter into the study to provide contrast, and the medieval theatre to show beginnings. 3 sem. hrs.

Th. 464—Theological Foundations of the Ecumenical Dialogue

An historico-dogamtic study of the Reformation in the light of Luther's and Calvin's positive insights into Christianity, Protestant notion of personal commitment and Catholic view of the Church as the extension of Christ in time; fundamental Catholicism of Protestantism's devotional life. 3 sem. hrs.

RS. 465—(D.S. 386) The Cinema of Pilgrimage

A study of films from all over the world that show man in pilgrimage, man in his search for meaning both within himself and within the mobile forces of society. Whether or not that search for meaning is open-ended will be of major concern. 3 sem. hrs.

RS. 467—Survey of Art and Music in Western Religions

A study of religious influence in the art and music of the great Masters in Western culture. 3 sem. hrs., audio-visual included

Th. 468—Catechetics: Methods of Teaching Religion

Principles and techniques of teaching Christian Doctrine at the elementary and secondary levels in the light of the historical background of present-day catechetical situation; attention to the value of the visual and dramatic arts in the catechetical experience. May be taken for credit in Ed. 364. 3 sem. hrs.

Th. 470—Experiential Theology

Prayer life today, meditation, contemplation, mystical experience in the technological age; theology of prayer in the Christian tradition with application to the present state of consciousness of modern man. Workshop of actual meditative practice. 3 sem. hrs.

Th. 472—Seminar: Biblical Exegesis

A study of the history of Biblical Exegesis in the Early Church and in the Patristic era; the Christian Theological Schools of Alexandria and Antioch, exegetical methods of Philo, Origen, Theodore of Mopsuestia and Gregory of Nyssa. 3 sem. hrs.

Th. 474—Seminar: Post Biblical Judaism

The literature, theology and history of Judaism as it developed during and after the time of Jesus with special emphasis on development parallel to N.T. times. Taught in collaboration with the Jewish Chautaugua Society. 3 sem. hrs.

Th. 476—(Hs. 304) History of the Church: The Primitive Church

Taught in collaboration with the Department of History. For description cf. Hs. 304. 3 sem. hrs.

Th. 478—(Hs. 311) History of the Church: The Early Middle Ages (400 to 1200 A.D.)

Taught in collaboration with the Department of History. For description cf. Hs. 311. 3 sem. hrs.

Th. 480—(Hs. 211) History of the Church: The Catholic Church in the U.S. (1565-1950)

Taught in collaboration with the Department of History. For description cf. Hs. 211. 3 sem. hrs.

Th. 482—(Hs. 333) History of the Church: The Catholic Church in the 19th Century

Taught in collaboration with the Department of History. For description cf. Hs. 333. 3 sem. hrs.

# Visual Arts

V.A. 100–101—Art Fundamentals

3–3 sem. hrs.

V.A. 110–111—Drawing

3–3 sem. hrs.

V.A. 112–113—Seminar

Reading-discussion seminar in ideas, attitudes, expressions, systems, and structures of the modern age (from about 1750). 1–1 sem. hr.

V.A. 125—Survey of World Art I

A special course for non-art majors which deals with the significant images, structures, and concepts of art from pre-historic times through the Middle Ages. 3 sem. hrs.

V.A. 126—Survey of World Art II

A special course for non-art majors which traces the development of images, concepts, styles and structures from the Renaissance to the present 3 sem. hrs.

V.A. 200–201—Drawing I and II

The strong threat of continuity in the four-year undergraduate curriculum is drawing understood as an exploratory, generative, inventive and expressive activity. Drawing of all kinds, in all media and in color is looked upon as the ground of most "visual thinking" and as the spring from which most ideas flow. Drawing courses are required of all majors in every year. 3–3 sem. hrs.

V.A. 202–204—Two and Three-Dimensional Imagemaking I

The developmental of visual ideas in painting, graphics, (printmaking), photography and sculpture with tutorial and technical assistance. 3–3 sem. hrs.

V.A. 215—Color and Drawing

Color is examined in as many of its aspects as possible—Theoretical, psychological, technical and emotional—through color experiments and illustrated lectures. Beginning drawing. (A summer course.) 3 sem. hrs.

V.A. 217—Art Appreciation

A special course for non-art majors which attempts to elucidate ways of looking at art, styles, images and concepts, and to introduce the student to a wide selection of art of various cultures. (A summer course.) 3 sem. hrs.

V.A. 230—Primitive Art

Lectures, slides, discussions, etc. 2 sem. hrs.

V.A. 232—Ancient Art

2 sem. hrs.

V. A. 300–301—Drawing III and IV

3–3 sem. hrs.

### V.A. 310—The Art of the Child

An examination of the form and content in children's art from age two to adolescence, as related to physical, emotional and intellectual patterns of growth. The development of an aesthetic appreciation of children's art, and the demonstration of art's significance in the general development of the child. 3 sem. hrs.

### V.A. 315—Experimentation in Design (City College credit only)

The presentation of lecture and teaching aids in which the visual experience is examined by a breakdown of its fundamental elements. The general format of the course would be practice in the control and creative application of design theory. These would include experimentation with various media. 3 sem. hrs.

### V.A. 331—Art and the Modern Circumstance

This course attempts to find a relationship between art and that period of "historical crisis" which extends from about 1750 to the present. (A summer course.)
2 sem. hrs.

### V.A. 334—Classical Art

2 sem. hrs.

### V.A. 336—Medieval Art

2 sem. hrs.

### V.A. 338—Renaissance Art

2 sem. hrs.

### V.A. 340—Baroque Art

2 sem. hrs.

### V.A. 342—Modern Art (1800-Present)

2 sem. hrs.

### V.A. 344—Oriental Art

2 sem. hrs.

### V.A. 346—American Art

2 sem. hrs.

### V.A. 350—Drawing V

3 sem. hrs.

### V.A. 353—Art Concentration

Studio work towards a senior exhibition. 3 sem. hrs.

### V.A. 365—Contemporary Cinema

Lectures, readings, discussions and viewing of outstanding cinematic productions. Research paper required. The class meets once a week at night for three hours.
3 sem. hrs.

### V.A. 375—Aesthetics

A philosophical investigation into the nature and relevance of beauty and into art as a dimension of life. 3 sem. hrs.

### V.A. 398—European Trip

An on-the-spot survey of architecture, painting, sculpture and other arts, ancient and contemporary, of England, continental Europe and Scandinavian countries. The course will consist of six weeks of travel beginning in June. For more details concult Loyola Bulletin on International Studies Program. A 5,000 word research paper is due October 1, of the same year, six topics to be assigned. 6 sem. hrs.

*"The lists of Administration, Committees, and Faculty are for the academic year 1971–72, corrected to January 1, 1972. The list of Faculty is for the entire university system, and includes emeritus members as well as those on leave."*

# ADMINISTRATION

## Board of Directors

Very Rev. M. F. Kennelly, S.J.
Rev. James C. Carter, S.J.
Rev. Thomas H. Clancy, S.J.
Rev. Francis A. Benedetto, S.J.
Rev. Ernest C. Ferlita, S.J.
Rev. Henry R. Montecino, S.J.
Rev. John H. Mullahy, S.J.
*Rev. Michael P. Walsh, S.J.
*Rev. William J. Rimes, S.J.
*Dr. Joseph S. D'Antoni, ***Chairman,*** *Loyola Board of Regents, ex-officio*
*Hon. Preston L. Savoy, *Vice-Chairman, Loyola Board of Regents*

*Board of Advisors

## Office of the President

Michael F. Kenelly, S.J., M.A., *President*
Francis A. Benedetto, S.J., Ph.D., *Assistant to the President*
Irving Fosberg, Ph.D., *University Management Consultant*
Dennis Rousseau, Ll.M., *Executive Assistant to the President*
Charles R. Brennan, M.A., *Director of Public Relations*
Thomas Donnelly, S.J., S.T.L., *Office of Development*
Robert Ratchford, S.J., Ph.D., *Office of Development*

# Office of the Provost

James C. Carter, S.J., *Provost and Vice President for Academic Affairs*
John Mosier, Ph.D., *Executive Secretary for Academic Affairs*
Joe B. Buttram, Ph.D., *Dean of the College of Music*
John F. Christman, Ph.D., *Director of Graduate Studies and Vice President for Research*
Marcel Garsaud, LL.M., *Dean of the School of Law*
L. P. Gary, Jr., Ph.D., *Assistant Dean of the College of Arts and Sciences*
Thomas Jones, D.B.A., *Assistant Dean of the College of Business Administration*
John J. MaCaulay, LL.M., *Associate Dean of the School of Law.*
Mrs. Lynne Neitzschman, M.ED., *Associate Dean of Students*
J. Donald Pearce, S.J., M.A., *Assistant Dean of Students for Student Life*
Louis A. Poche, S.J., M.A., *University Chaplain*
Earl D. Retif, Jr., J.D., *University Registrar*
John Sears, M.B.A., *Acting Dean of City College*
E. P. Seybold, J.D., *Dean of Admissions*
Lowell C. Smith, Ph.D., *Dean of the College of Business Administration*
Joseph A. Tetlow, S.J., Ph.D., *Dean of the College of Arts and Sciences*
James G. Volny, M.S. in L.S., *University Librarian*
Frank Wagar, J.D., *Dean of Students*

# Office of Business and Finance

John L. Echoldt, M.B.A., *Senior Vice President for Finance*
Kenneth L. Beasley, B.S.E., *Director of the University Computing Center*
J. D. McCulla, B.S., *University Services Manager*
Ralph Rushing, M.B.A., *Assistant Controller*

# Office of Broadcasting

J. Michael Early, *Vice President for Broadcasting*

# University Administrative Personnel

Henry Asher, *Director of the Student Center*
David Boileau, Ph.D., *Director of the Institute of Human Relations*

John Cado, *Director of Financial Aid*
Maureen Carney, M.A., *Staff Psychologist*
Sterling Cincore, M.A., *Director of SCOPE*
Paul Dicharry, M.A., *Assistant Registrar*
Lawrence Eining, B.A., *Assistant to the Dean of Admissions*
John Farrar, M.S., *Staff Psychologist*
Anthony Gagliano, M.A., *Associate Director of the Institute of Human Relations*
Carla Hegenberger, B.A., *Admissions Counselor*
Jeannette Higgins, R.N., *University Nurse*
Jack Kellogg, *Assistant to the Dean of Students*
Robert Luksta, *Head Basketball Coach*
Michael Lyons, *Director of Housing*
Jerry O'Donnell, Ph.D., *Director of the Counselling Center*
Thomas R. Preston, *Business Manager*
Louis Scheurmann, *Head Baseball Coach*
Manuel Vega, *Director of Physical Plant*
Francis J. J. Victor, B.A., *Assistant to the Dean of Admissions*
Willie M. Zanders, M.A., *Director of Upward Bound*

# Board of Regents

Dr. Joseph S. D'Antoni, *Chairman, Board of Regents, Chairman, Standard Fruit and Steamship Co.*
Charles I. Denechaud, Jr., *Attorney at Law*
Harold S. Dey, *Partner, Peat, Marwick, Mitchell & Co.*
Francis C. Doyle, *Executive Vice-President, National Bank of Commerce in New Orleans*
Lawrence J. Fabacher, *President, Jackson Brewing Co.*
Murray C. Fincher, *Vice-President and General Manager, South Central Bell Telephone Company*
Norman C. Francis, *President, Xavier University*
Roy F. Guste, *Attorney at Law*
Clyde Hendrix, Jr., *President, Hibernia National Bank*
Eugene Katz, *President, The Katz Agency, Inc.*
Alden J. Laborde, *President, Ocean Drilling & Exploration Co.*
Miss Margaret E. Lauer, *Certified Public Accountant*
John Legier, *Chairman of the Board, National American Bank*
Dr. C. Walter Mattingly, *Physician*
John W. Mecom, Jr., *President, New Orleans Saints*
Lawrence A. Merringan, *President, Bank of New Orleans and Trust Co.*
Dr. Martin O. Miller, *Physician*

J. Edgar Monroe, *President, Canal Assets, Inc.*
Clayton L. Nairne, *Chairman, New Orleans Public Service Inc.*
John A. Oulliber, *Chairman of the Board, National Bank of Commerce in New Orleans*
Most Rev. Harold R. Perry, S.V.D., *Auxiliary Bishop of New Orleans*
Louis H. Pilie, *President, Structural Systems Corporation*
Edward D. Rapier, *Investment Securities*
Leon Sarpy, *Attorney at Law*
Honorable Preston L. Savoy, *Judge, Court of Appeal, Third Circuit*
Philip J. Schoen, III, *President, Schoen Life Insurance Co.*
Shelley Schuster, *Director, National Bank of Commerce in New Orleans*
Clem H. Sehrt, *State Bank Commissioner*
Cecil M. Shilstone, *President, Shilstone Testing Laboratory, Inc.*
George J. Springer, *Investments-Finance*
August A. Wegmann, *Partner, J. K. Byrne & Company*
Seymour Weiss, *Business Executive*
Hon. Louis H. Yarrut, *Judge*
Very Rev. M. F. Kennelly, S.J., *President, Loyola University*
Rev. James C. Carter, S.J., *University Provost*
Mr. John Dolan, President *Alumni Association*
Miss Janet Riley, Chairman, *Faculty Senate*

# COMMITTEES

## Committees of the University System

ACADEMIC GRANTS: Francis Benedetto, S.J., *Chairman*, Joe Buttram, Herbert Graf, Clement Gosgrove, S.C., Paddy A. Doll, William Kuhns, Jim McLeod, S.J., John H. Mullahy, S.J.,

ADMISSIONS STANDARDS AND POLICIES; James C. Carter, S.J., *Chairman*, Joe Buttram, John Christman, Lorynne Cahn, Marcel Garsaud, E.P. Seybold, Lowell C. Smith, Joseph Tetlow, S.J.

ADMISSIONS REVIEW: Henry Montecino, S.J., *Chairman*, John Farrar, Donald Losman, M.A. Mahrovs, E. P. Seybold, Willie Zanders, Patricic McCarty, Consultant.

ATHLETICS: Henry R. Montecino, S.J., *Chairman*, John V. Connor, Timothy L. Dugan, Roland J. Hymel, Jr., Robert J. Ratchford, S.J., Frank J. Stass.

GRADUATE FELLOWSHIPS: Conrad Raabe, *Chairman,* Ann Lowry, Joseph T. Tetlow, S.J.

GUEST LECTURES: Henry R. Montecino, *Chairman*, Charles Braswell, Frank Komitsky, C. J. McNaspy, S.J., Conrad Raabe, Lowell C. Smith.

STANDING COUNCIL FOR ACADEMIC PLANNING: James C. Carter, S.J., *Chairman*, John Mosier, *Executive Secretary*, Milvern Ivey, Richard Lusky, Allen John J. McAulay, Allen Newman, Conrad Raabe, John Sears, Joseph A. Tetlow, S.J., Gregory Wilde.

SCHOLARSHIPS: Frank Wagar, *Chairman,* Allen Boudreaux, John Cado, Veronica Egan, Elaine Guillot, J. Emile Pfister, S.J., E. P. Seybold, Harold Vetter.

SPACE ALLOCATION: James C. Carter, S.J., *Chairman*, Judith Cooper, J. D. McCulla, Earl Retif, George Wiltz, S.J.

LIBRARY: John Mosier, *Chairman*, Charles Braswell, Herbert Graf, Forrest Ingram, S.J., Phillis Raabe, Sr., Carol Reuss.

UNIVERSITY COUNCIL ON PROFESSIONAL PROGRAMS IN EDUCATION: Clement Cosgrove, S. C., *Chairman*, Emmet Bienvenu, S.J., Joe Burtram, James C. Carter, S.J., John Christman, Anthony DiMaggio, Stephen Duffy, Robert McLean, John Mullahy, S.J., Raymond Sabatini, Hilda Smith, Joseph A. Tetlow, S.J., James Volny.

SCOPE ADMISSIONS: Sterling Cincore, *Chairman,* Maureen Carney, John Christman, Dawson Gaillard.

PARKING COMMITTEE: Ralph Bell, *Chairman,* Richard Chopin, Anthony DiMaggio, Sharla Doherty, Daryl Fletchinger, Maedell Hoover, Dennis Rousseau, Frank Wagar, Jack Kellogg, Adviser.

GRADUATE COUNCIL: John Christman, *Chairman*, Francis Benedetto, S.J., Joe B. Buttram, Arthur Rayhawk, Robert McLean, Walter Moore, Hilda Smith, Anthony Dimaggio.

# Committees of the College of Arts and Sciences

CURRICULUM: Deans, Chairmen and Program Directors of the College.

PRE-MEDICAL STUDIES: John H. Mullahy, S.J., *Chairman,* Henry A.

Garon, Frank Komitsky, Jr., Richard Wendt, Alvin Holloway, S.J., Walter G. Moore.

RANK AND TENURE: Charles E. O'Neill, S.J., *Chairman,* Carl H. Brans, Clement Cosgrove, S.C., John H. Miller, C.S.C., Walter G. Moore, Robert J. Ratchford, S.J.

# Committees of the College of Business Administration

ACADEMIC STANDING: Rudolf Coper, *Chairman,* W P. Carr, Jacques E. Yenni, S.J., Harriet S. Fontennelle.

COMMUNITY RELATIONS AND RESOURCES: W. Wilson Ellis, *Chairman,* Lucille Cross, Allen Newman, G. Ralph Smith, and two students.

FACULTY RESEARCH: Rudolf Coper, *Chairman,* William P. Carr, Shu-jan Liang, G. Ralph Smith, Felino J. Valiente, Jacques E. Yenni, S.J.

LIBRARY: Rudolf Coper, *Chairman,* G. Ralph Smith, Felino J. Valiente, Jacques E. Yenni, S.J., and two students.

RANK AND TENURE: Allen Boudreaux, W. P. Carr, Irving A. Fosberg, G. Wallace Leftwich, G. Ralph Smith, Felino J. Valiente.

STUDIES, DEGREES AND CURRICULUM: Rudolf Coper, *Chairman,* all departmental chairmen, Harriet Fontenelle, and two students.

ADVISORY COMMITTEE OF THE COLLEGE

Max Barnett, Jr., *President, Harry Hyman Tailors To The Trade, Inc.*
Charles M. Carriere, *Vice President, Wesson Division, Hunt Foods and Industries, Inc.*
J. Sidney Brown, *President, Dixie Building Materials Corp.*
*Rudolf Coper, *Assistant Dean of Business Administration*
Marshall J. David, *Chairman of the Board, Franklin Printing Company*
John Henry Edwards, *Vice President and Treasurer, Jackson Brewing Co.*
Alphonse C. Elmer, *Partner, Franklin Tax Service*
Sidney Farrell, *President, Seven-Eleven Food Stores*
Wm. F. Finegan, *C.P.A., J. K. Bryne and Co.*
**Miss Margaret E. Lauer, *C.P.A., 1500 American Bank Bldg.*
Edmond G. Miranne, *President, Security Homestead Association*
**John Oulliber, *President, National Bank of Commerce in New Orleans*
Gus H. Rathe, Jr., *Director of Education, International Business Machines Corp., White Plains, New York*

*ex officio
**ex officio by virtue of membership on Board of Regents

A. Louis Read, *President and General Manager, WDSU-TV*
James J. Reiss, *President, James J. Reiss Candy Company*
Roy T. Sessums, *Vice President, Freeport Sulphur Company*
Dan E. Stapp, *Asst. Vice President, Middle South Service, Inc.*
F. Winter Trapolin, *F. Winter Trapolin Insurance Agency*
F. Poche Waguespack, Jr., *President, Waguespack Pratt, Inc.*

## Committees of the College of Music

CURRICULUM: Joe B. Buttram, *Chairman,* James Bastien, Charles E. Braswell, Mel Ivey, Patrick McCarty.
LIBRARY: Charles E. Braswell, *Chairman,* James Bastien, Elise Cambon, Janet S. Martin.
RANK AND TENURE: James Bastien, *Chairman,* Charles E. Braswell, Elise Cambon, Michael J. Carubba, Patrick McCarty.
SCHOLARSHIP: Patrick McCarty, *Chairman,* James Bastien, Joseph Hebert, Mel Ivey.

# FACULTY

## The Ordinary Faculty

JOHN ADRIANI, M.D., *Professor of General Anesthesia.*
A.B., Columbia University, 1930; M.D., ibid., 1934

CARL W. AHLERS, Cand. Ph.D., *Assistant Professor of Mathematics.*
B.S.E.E., University of Texas, 1964; M.S., ibid., 1966; Cand. Ph.D., Texas Technological University.

MARGARET T. ALUMKAL, Ph.D., *Associate Professor of Management.*
B.A., St. Teresa's College, 1954; M.B.A., De Paul University, 1962; Ph.D., University of Nebraska, 1967.

ALVIN AUBRY, Ed.D., *Associate Professor of Education.*
B.A., Xavier University, 1937; M.A., Ibid., 1950; Ed.D., University of Indiana, 1963.

JAMES BASTIEN, Mus.M., *Associate Professor of Piano, Chairman of the Department.*
B.M., Southern Methodist University, 1957; Mus.M., ibid., 1958.

E. LETITA BEARD, Ph.D., *Professor of Cellular Psysiology.*
B.A., Texas Christian University, 1952; B.S., ibid., 1953; M.T. (A.S.C.P.), 1953; M.S., Texas Christian University, 1955; Ph.D., Tulane University, 1961.

RALPH T. BELL, B.A., *Associate Professor of Journalism; Chairman of the Department.*
B.A., Rice University, 1957.

FRANCIS A. BENEDETTO, S.J., Ph.D., *Assistant to the President; Professor of Physics.*
A.B., St. Louis University, 1936; M.S., Fordham University, 1940; Ph.D., ibid., 1946.

EMMETT M. BIENVENU, S.J., M.A., *Associate Professor of Classical Studies; Chairman of the Department.*
A.B., St. Louis University, 1935; S.T.L., ibid., 1946; M.A., Loyola University, Chicago, 1966.

ALLEN I. BOUDREAUX, M.B.A., *Professor of Accounting.*
B.S., Loyola University, New Orleans, 1942; M.B.A., Louisiana State University, 1950; C.P.A., 1953.

PATRICK L. BOURGEOIS, Ph.D., *Assistant Professor of Philosophy.*
A.A., St. Joseph Seminary, 1960; B.A., Notre Dame Seminary, 1962; M.A., ibid., 1964; M.A., Notre Dame University, 1965; Ph.D., Duquesne University, 1970.

DONALD V. BRADY, Ph.D., *Associate Professor of Drama and Speech.*
B.A., Texas Western College, 1958; M.A., Tulane University, 1960; Ph.D., ibid., 1965.

CARL H. BRANS, Ph.D., *Professor of Physics. Chairman of the Department.*
B.S., Loyola University, New Orleans, 1957; Ph.D., Princeton University, 1961.

CHARLES E. BRASWELL, Mus.M., *Associate Professor of Music Therapy, Chairman of the Department.*
B.M., North Texas State University, 1950; Mus.M., American Conservatory of Music, Chicago, 1952; R.M.T., Kansas University and the Menninger Clinic, 1956.

PETER E. BRUE, JR., D.D.S., *Clinical Assistant Professor of Dental Hygiene.*
D.D.S., Loyola University, New Orleans, 1959.

JOE B. BUTTRAM, Ph.D., *Professor of Music Education; Chairman of the Graduate Department; Dean of College of Music.*
B.M., North Texas State University, 1954; M.M.E., ibid., 1957; Ph.D., Kansas University, 1967.

ELISE CAMBON, Mus.M., *Professor of Organ.*
B.A., Newcomb College, 1939; Mus.M., University of Michigan, 1947.

PETER JOHN CANGELOSI, M.A., *Assistant Professor of History.*
B.A., Tulane University, 1952; B.S., Louisiana State University, 1956; M.A., ibid., 1957.

*MANUEL CARBALLO, Ph.D., *Assistant Professor of Sociology.*
B.A., University of Leeds, London, 1963; Ph.D., Tulane University, 1970.

* On Leave of Absence

CAPT. THOMAS B. CARPENTER, B.A., *Assistant Professor of Military Science.*

B.A., Northwestern State College, 1961.

WILLIAM P. CARR, M.B.A., *Professor of Accounting.*

B.B.A., University of Texas, 1931; M.B.A., ibid., 1934; C.P.A., Texas 1934; Louisiana, 1939; F.P.C.A. (England), 1947.

JAMES C. CARTER, S.J., Ph.D., *University Provost; Associate Professor of Physics.*

B.S., Spring Hill College, 1952; M.S., Fordham University, 1953; Ph.D., The Catholic University of America, 1956; S.T.L., Woodstock College, 1959.

SR. JEAN CARTER, S.S.F., Ph.D., *Assistant Professor of French and Spanish.*

B.A., Seton Hill College, 1950; M.A., Xavier University, New Orleans, 1958; Ph.D., St. Louis University, 1965.

MICHAEL J. CARUBBA, Mus.M., *Professor of Applied Music; Chairman of the Department.*

B.M.E., Loyola University, New Orleans, 1949; M.M.E., Louisiana State University, 1951; MusM., ibid., 1952.

MAJOR LEONARD H. CHISHOLM, B.S., *Assistant Professor of Military Science.*

B.S., McNeese State College, 1960.

JOHN F. CHRISTMAN, Ph.D., *Professor of Biochemistry; Director of Graduate Studies and Vice President for Research.*

B.S., Notre Dame University, 1944; M.A., Indiana University, 1946; M.S., University of Tennessee, 1948; Ph.D., Ibid., 1950.

GERALD S. CLACK, Ph.D., *Assistant Professor of Psychology.*

A.B., University of Missouri, 1958; M.A., ibid., 1960; Ph.D., Washington University, 1970.

*THOMAS H. CLANCY, S.J., Ph.D., *Associate Professor of Political Science.*

A.B., Spring Hill College, 1948; M.A., Fordham University, 1951; S.T.L., Facultes Saint-Albert de Louvain, Belguim, 1956; Ph.D., London University, 1960.

SR. MARIE CONDON, Ph.D., *Assistant Professor of Education.*

B.A., University of Southwestern Louisiana, 1950; M.A., Louisiana State University, 1954; Ph.D., ibid., 1959.

ROBERT CONOVER, Ph.D., *Assistant Professor of Mathematics.*

B.S., Stetson University, 1964; M.S., Rutgers University, 1966; Ph.D., University of Rochester, 1971.

BERNARD COOK, Ph.D., *Assistant Professor of History.*

B.A., Notre Dame Seminary, New Orleans, 1963; M.A., St. Louis University, 1966; Ph.D., ibid., 1970.

JUDITH COOPER; Ph.D., *Assistant Professor of French.*

B.A., Tulane University, 1959; M.A., Columbia University, 1961; Ph.D., Tulane University, 1969.

RUDOLF COPER, Ph.D., *Professor of Economics and Finance.*

Ph.D., Friedrich Wilhelms Universitat, Berlin, Germany, 1930.

* On Leave of Absence

ALLEN A. COPPING, D.D.S., *Clinical Associate Professor of Dental Hygiene.*
D.D.S., Loyola University, New Orleans, 1949.

JOHN W. CORRINGTON, D.Phil., *Associate Professor of English.*
A.B., Centenary College, 1956; M.A., Rice University, 1959; D.Phil., University of Sussex, 1964.

ARTHUR G. COSENZA, *Director, Opera Workshop; Assistant Professor of Opera.*
Ornstein School of Music, 1948; American Theatre Wing, New York, 1950.

CLEMENT COSGROVE, S.C., Ph.D., *Associate Professor of Education.*
Ph.B., Loyola University, New Orleans, 1935; M.S., Fordham University, 1951; Ph.D., ibid., 1955.

WILLIAM L. CROWE, J.D., *Assistant Professor of Law.*
B.A., Louisiana State University, 1952; J.D., ibid., 1953.

CHRIS COSSE CRUTCHER, R.D.H., B.S., *Assistant Professor of Dental Hygiene; Chairman of the Department.*
Cert. in Dental Hygiene, Loyola University, New Orleans, 1962; B.S. in Dental Hygiene, ibid., 1968.

LOUIS CUSACHS, Ph.D., *Professor of Computer Science.*
B.S., Northwestern State College; Ph.D., Northwestern University, 1961; Diplôme dé Études Superieures, University of Paris, 1961.

DE VAN D. DAGGETT, JR., LL.M., *Professor of Law.*
B.A., Louisiana State University, 1935; LL.B., Yale University, 1938; LL.M., Louisiana State University, 1939.

IGNATIUS J. D'AQUILA, M.A., *Assistant Professor of Visual Arts.*
B.S., Loyola University, New Orleans, 1953; M.Ed., ibid., 1959; M.A., Louisiana State University, 1962.

FRED DeFRANCESCH, M.A., *Assistant Professor of Criminology.*
B.A., St. John's University, 1965; J.D., Loyola University, New Orleans, 1968; M.A., St. John's University, 1969.

ANTHONY DIMAGGIO III, Ph.D., *Associate Professor of Biochemistry; Chairman of the Department of Chemistry.*
B.S., Loyola University, New Orleans, 1956; Ph.D., Louisiana University, 1961.

PADDY ANN DOLL, Ph.D., *Associate Professor of Psychology.*
B.A., Centenary College, 1948; M.A., Louisiana State University, 1952; Ph.D., University of Houston, 1965.

STEPHEN DUFFY, S.T.D., *Associate Professor of Theology; Chairman of the Department of Theology and Religion.*
B.A., Marist College, 1954; S.T.L., Gregorian University, 1958; S.T.D., Catholic University, 1969.

TIMOTHY L. DUGGAN, M.S., *Professor of Medical Technology; Chairman of the Department.*
A.B., Loyola University, New Orleans, 1929; M.S., ibid., 1936; M.T. (A.S.C.P.) 1940; M.Ed., ibid., 1969.

CLARENCE M. EAST, JR. J.D., *Professor of Law.*
J.D., Loyola University, New Orleans, 1948; Ph.B., 1950.

VERONICA M. EGAN, M.A., *Assistant Professor of Education.*
A.B., Upsala College, 1946; M.A., Fordham University, 1948.

W. WILSON ELLIS, Cand. Ph.D., *Associate Professor of Management and Marketing.*
B.A., University of Mississippi, 1939; M.B.A., University of Alabama, 1954; Cand. Ph.D., Mississippi State University.

RALPH J. ERICKSON, Ph.D., *Professor of Education; Chairman of the Department.*
B.A., Concordia College, 1941; M.A., University of Minnesota, 1951; D.Ed., University of Illinois, 1958.

HACKER J. FAGOT, S.J., Ph.D., *Associate Professor of Psychology.*
B.S., Spring Hill College, 1951; M.S., Fordham University, 1954; S.T.L., Facultes St. Louis de Gonzague, France, 1958; Ph.D., Loyola University, Chicago, 1962.

ERNEST C. FERLITA, S.J., D.F.A., *Assistant Professor of Drama & Speech; Chairman of the Department.*
B.S., Spring Hill College, 1950; S.T.L., St. Louis University, 1964; D.F.A., Yale University, 1969.

MARY C. FITZGERALD, M.Ed., *Assistant Professor of Education.*
B.S., Loyola University, New Orleans, 1951; M.Ed., ibid., 1956.

JAMES WOODFORD FOSTER, M.B.A., *Assistant Professor of Marketing and Management.*
B.B.A., Tulane University, 1958; M.B.A., Loyola University, New Orleans, 1965.

IRVING A. FOSBERG, Ph.D., *Professor of Management.*
B.A., New York University, 1937; M.A., Columbia University, 1938; Ph.D., New York University, 1940.

JAMES FUGATE, Ph.D., *Assistant Professor of Mathematics.*
B.A., University of Texas, 1963; M.A., Texas Christian University, 1967; Ph.D., Ibid., 1971.

DAWSON DENMAN GAILLARD, Ph.D., *Assistant Professor of English.*
B.S., Louisiana State University, 1959; M.A., Tulane University, 1965; Ph.D., ibid., 1970.

HENRY A. GARON, M.S., *Assistant Professor of Physics.*
B.S., Loyola University, New Orleans, 1947; M.S., University of Notre Dame, 1950.

MARCEL GARSAUD, JR., LL.M., *Associate Professor of Law; Dean, School of Law.*
B.B.A., Loyola Univesity, New Orleans, 1954; L.L.B., ibid., 1959; L.L.M. Yale University, 1967.

LEE P. GARY, Ph.D., *Assistant Professor of Chemistry. Assistant Dean, College of Arts and Sciences.*
B.S., Tulane University, 1963; Ph.D., University of North Carolina, 1967.

DONALD J. GELPI, S.J., Cand. Ph.D., *Assistant Professor of Philosophy.*
B.A., St. Louis University, 1957; M.A., ibid., 1958; Cand. Ph.D., Fordham University.

ALEXIS GONZALES, F.S.C., Cand. Ph.D., *University Professor.*
B.A., College of Santa Fe, 1957; M.Ed., University of Southwestern Louisiana, 1960; Cand. Ph.D., University of Santo Tomas.

HERBERT R. GRAF, III, Ph.D., *Assistant Professor of German.*
A.B., Fordham University, 1962; M.A., Louisiana State University, 1966; Ph.D., Tulane University, 1970.

FRANCOIS D. GRAVOIS, JR., M.S., *Assistant Professor of Business Administration.*
B.S., Louisiana State University, 1950; M.S., Georgia Institute of Technology, 1957.

FELIX C. GUILBEAU, M.B.A., *Assistant Professor of Business Administration.*
M.B.A., Harvard University, 1951.

MAJOR THOMAS C. HAMILTON, B.S., *Assistant Professor of Military Science.*
B.S., University of Texas, 1961.

CLIFFORD J. HEBERT, Ph.D., *Assistant Professor of Chemistry.*
B.S., Southwestern Louisiana College, 1963; Ph.D., University of Notre Dame, 1967.

FRANZ L. HELDNER, M.F.A., *Assistant Professor of Visual Arts.*
B.A., Louisiana State University, 1967; M.F.A., University of Cincinnati, 1970.

BRUCE C. HENRICKSEN, Ph.D., *Assistant Professor of English.*
B.A., University of Minnesota, 1963; M.A., University of Southern California, 1967; Ph.D., ibid., 1970.

CAROLINE C. HERIOT, LL.B., *Law Librarian and Assistant Professor of Law*
A.B., Lander College, 1939; B.S.L.S., University of North Carolina, 1954; LL.B., ibid., 1960.

ALVIN I. HOLLOWAY, S.J., Ph.D., *Associate Professor of Philosophy; Chairman of the Department.*
A.B., Spring Hill College, 1948; S.T.L., St. Louis University, 1957; Ph.D., Fordham University, 1965.

MARK DANIEL HORNE, Ph.D., *Professor of English.*
Ph.B., Loyola University, New Orleans, 1934; A.M., Louisiana State University, 1935; Ph.D., ibid., 1939.

*SR. FARA IMPASTATO, O.P., Ph.D., *Associate Professor of Theology.*
B.A., Loyola University, New Orleans, 1949; Ph.D., St. Mary's School of Sacred Theology, Notre Dame, Indiana, 1952.

FORREST L. INGRAM, S.J., Ph.D., *Associate Professor of English;* Editor, *New Orleans Review.*
A.B., Spring Hill College, 1962; M.A., ibid., 1963; M.A., University of Southern California, 1965; Ph.D., ibid., 1967; Cand. S.T.L., University of Amsterdam.

* On Leave of Absence

MILVERN IVEY, Mus.M., *Assistant Professor of Voice; Director of Choral Activities.*
B.M., North Texas State University, 1963; Mus.M., ibid., 1967.

ALLAN JACOBS, M.A., *Assistant Professor of Communications; Chairman of the Department.*
B.A., Indiana University, 1952; M.A., Northwestern University, 1957.

GEORGE A. JANSEN, *Assistant Professor of Trumpet; Director of Brass Ensembles.*
Diploma, Julliard School of Music.

JOHN A. JOERG, Ph.D., *Associate Professor of English.*
B.A., Tulane University, 1953; M.A., ibid., 1960; Ph.D., ibid., 1967.

RICHARD E. JOHNSON, Ph.D., *Assistant Professor of English.*
A.B., University of Connecticut, 1962; M.A., Tulane University, 1964; Ph.D., ibid., 1969.

*HOMER R. JOLLEY, S.J., Ph.D., *Professor of Chemistry.*
A.B., Gonzaga University, 1938; A.M., ibid., 1939; M.S., Fordham University, 1941; S.T.L., St. Louis University, 1946; Ph.D., Princeton University, 1951.

AMIR M. KARIMI, Ph.D., *Associate Professor of Communications.*
B.A., U.C.L.A., 1962; M.A., Ibid., 1964; Ph.D., University of Southern California, 1969.

DAVID G. KEIFFER, JR., Ph.D., *Associate Professor of Physics.*
B.S., Loyola University, New Orleans, 1952; M.S., University of Notre Dame, 1953, Ph.D., ibid., 1956.

MICHAEL F. KENNELLY, S.J., M.A., *University President; Associate Professor of Education.*
B.A., Spring Hill College, 1939; B.Ed. (Hon), University College, Dublin, 1948; M.A., (Hon), National University of Ireland, 1949.

KAMEL T. KHALAF, Ph.D., *Professor of Entomology.*
B.Sc., University of Baghdad, 1944; M.Sc., University of Oklahoma, 1950; Ph.D., ibid., 1953.

CRESTON A. KING, JR., Ph.D., *Assistant Professor of Physics.*
B.A., Rice University, 1958; M.A., Duke University, 1962; Ph.D., Rice University, 1965.

FRANK KOMITSKY, JR., Ph.D., *Professor of Chemistry.*
B.S., Grove City College, 1960; Ph.D., The Ohio State University, 1964.

DAVID KRELL, Ph.D., *Assistant Professor of Philosophy.*
B.A., Duquesne University, 1966; M.A., Ibid., 1968; Ph.D., Ibid., 1971.

WILLIAM KUHNS, B.A., *Assistant Professor of Communications.*
B.A., University of Dayton, 1966.

ANTHONY LALA, Ph.D., *Assistant Professor of English.*
Ph.B., Loyola University, New Orleans, 1954; M.A., Tulane University, 1958; Ph.D., Loyola University, Chicago, 1969.

JOSEPH H. LAWSON, J.D., *Assistant Professor of Law.*
B.A., Southwestern at Memphis, 1954; Tulane University, 1961.

* On Leave of Absence

*G. WALLACE LEFTWICH, M.B.A., *Professor of Accounting.*
B.S., Loyola University, New Orleans, 1947; M.B.A., Tulane University, 1950; C.P.A., 1949.

ARTHUR A. LEMANN, III, LL.M., *Assistant Professor of Law.*
B.A., Tulane University, 1964; Ll.B., Loyola University, New Orleans, 1967; Ll.M., George Washington University, 1968.

ROLAND LESSEPS, S.J., Ph.D., *Assistant Professor of Biology.*
B.S., Spring Hill College, 1958; Ph.D., The Johns Hopkins University, 1962.

EDWARD LEVY, D.D.S., *Assistant Professor of Dental Hygiene.*
D.D.S., Loyola University, New Orleans, 1955.

SHU-JAN LIANG, Ph.D., *Assistant Professor of Economics.*
B.A., National Taiwan University, 1958; M.A., University of California, 1967; Ph.D., University of Oklahoma, 1970.

LEON DUPRE LONG, M.A., *Assistant Professor of Journalism.*
B.S., East Texas State University, 1958; M.A., University of Missouri, 1961.

DONALD L. LOSMAN, Ph.D., *Associate Professor of Economics.*
B.S., University of Florida, 1963; M.A., ibid., 1964; Ph.D., ibid., 1969.

ANN P. LOWRY, Ph.D., *Assistant Professor of Philosophy.*
B.A., Furman University, 1964; M.A., Emory University, 1967; Ph.D., ibid., 1968.

JON W. LOWRY, Ph.D., *Assistant Professor of Philosophy.*
B.A., Furman University, 1964; M.A., Emory University, 1966; Ph.D., ibid., 1969.

MOHAMED A. MAHROUS, Ph.D., *Associate Professor of Mathematics.*
B.S., Cairo Teachers College, 1958; M.S., North Carolina State University, 1964; Ph.D., Iowa State University, 1966.

SALLY KIMBALL MAKIELSKI, Ph.D., *Assistant Professor of Biology.*
A.B., Barnard College, 1960; M.A., Columbia University, 1961; M.A., University of Virginia, 1968; Ph.D., Columbia University, 1965.

JANET SITGES MARTIN, M.A., *Assistant Professor of Piano and Theory.*
B.M., Florida State University, 1955; M.A., Mills College, 1956.

JOHN MAY, S.J., Ph.D., *Assistant Professor of Theology.*
B.B.A., Loyola University, New Orleans, 1951; M.A., Spring Hill College, 1957; S.T.L., St. Louis University, 1965; Ph.D., Emory University, 1971.

JOHN J. McAULAY, LL.M., *Professor of Law; Associate Dean of the Law School.*
A.B., Loyola University, New Orleans, 1936; J.D., ibid., 1940; LL.M., Harvard University, 1942.

PATRICK McCARTY, Ph.D., *Associate Professor of Theory and Composition; Chairman of the Department.*
B.M., West Virginia University, 1952; Mus.M., Eastman School of Music, Rochester, 1953; Ph.D., ibid., 1958.

*JOHN T. McHALE, Ph.D., *Associate Professor of Plant Physiology.*
B.S, Iona College, 1955; PhD., University of Texas, 1965.
*On leave of absence.

ROBERT T. McLEAN, Ph.D., *Professor of Mathematics; Chairman of the Department.*

B.S., Otterbein College, 1946; M.A., Bowling Green State University, 1950; Ph.D., Univrsity of Pittsburgh, 1961.

JAMES H. McLEOD, *Assistant Professor of Visual Arts.*

B.A., Springhill, 1956; M.A., Ibid., 1957; M.F.A., University of Georgia, 1970.

AGNES J. McMANIS, Ph.D., *Associate Professor of English.*

A.A., East Central Junior College, Mississippi, 1961; B.A., Delta State College, 1963; M.A., Louisiana State University, 1965; Ph.D., ibid., 1967.

CLEMENT J. McNASPY, S.J., Mus.Doc. *University Professor.*

A.B., St. Louis University, 1936; M.A., ibid., 1938; Ph.L., ibid., 1945; Mus. Lic., Montreal University, 1946; Mus.Doc., ibid., 1947.

JOHN H. MILLER, C.S.C., S.T.D., *Professor of Theology.*

Ph.D., Angelicum, Rome, 1948; S.T.L., ibid., 1952; S.T.D., University of Trier, Germany, 1955.

HENRY R. MONTECINO, S.J., A.M., *Associate Professor of Philosophy.*

A.B., Spring Hill College, 1940; S.T.L., St. Louis University, 1948; A.M., ibid., 1952.

WALTER G. MOORE, Ph.D., *Professor of Biology.*

A.B., Wayne University, 1943; A.M., University of Minnesota, 1928; Ph.D., ibid., 1940.

JOHN MOSIER, Ph.D., *Assistant Professor of English; Executive Secretary for Academic Affairs.*

B.A., Tulane University, 1964; M.A., ibid., 1966; Ph.D., ibid., 1969.

JOHN H. MULLAHY, S.J., Ph.D., *Professor of Biology; Chairman of the Department of Biological Sciences.*

A.B., St. Louis University, 1937; M.S., Fordham University, 1941; S.T.L., St. Louis University. 1946; Ph.D., Vanderbilt University, 1951.

ALLEN R. NEWMAN, Ph.D., *Assistant Professor of Economics.*

A.B., Stetson University, 1964; M.A., University of North Carolina, 1968.

CHARLES A. NICHOLAS, Ph.D., *Assistant Professor of English.*

B.A. Harvard University, 1958; M.A., University of Michigan, 1965; Ph.D., ibid., 1970.

*ANTHONY C. O'FLYNN, S.J., S.T.D., *Associate Professor of Theology; Academic Assistant to the President.*

A.B., Spring Hill College, 1941; M.A., The Catholic University of America, 1943; S.T.L., St. Louis University, 1949; S.T.D., Pontificia Studiorum Universitas a S. Thoma Aquinate in Urbe, Rome, 1968.

CHARLES E. O'NEILL, S.J., Ph.D., *Associate Professor of History.*

A.B., Spring Hill College, 1950; S.T.L., Facultes Saint-Louis Chantilly; France, 1958; Ph.D., Gregorian University, Italy, 1963.

ANNA R. PERSICH, M.S., *Associate Professor of Medical Technology.*

B.S., Ursuline College, 1939; M.T., (A.S.C.P.), 1948; M.S., Louisiana State University, 1969.

* On Leave of Absence

ROBERT C. PETTERSON, Ph.D., *Research Professor of Chemistry.*
B.S., University of Maine, 1947; Ph.D., University of Southern California, 1957.

J. EMILE PFISTER, S.J., S.T.D., *Associate Professor of Theology.*
A.B., Woodstock College, 1951; Ph.L., ibid., 1952; M.A., ibid., 1953; S.T.L., St. Louis University, 1950; S.T.D., The Pontifical Faculty of Theology, Woodstock College, 1964.

A. PATRICK PHILLIPS, Cand. S.T.D., *Assistant Professor of Religious Studies.*
B.S., Spring Hill College, 1952; M.A., St. Louis University, 1958; Ph.L., ibid., 1958; S.T.L., St. Mary College, 1963; M.Th., St. Mary's University, Halifax, 1969; Cand. S.T.D., Regis College/Jesuit Faculty of Theology, Montreal.

JAMES J. PILLAR, O.M.I., Ph.D., *Associate Professor of History; Chairman of the Department.*
S.T.L., The Catholic University of America, 1955; Ph.D., Gregorian University, Italy, 1964.

LOUIS A. POCHE, S.J., M.A., *Assistant Professor of Theology; University Chaplain.*
A.B., Woodstock College, 1948; M.A., ibid., 1950, A.B., St. Louis University, 1956; M.A., University of San Francisco, 1968.

GERARD A. PROTOMASTRO, Ph.D., *Assistant Professor of Mathematics.*
B.A., Montclair State College, 1966; M.A., University of Massachusetts, 1968; Ph.D., Clemson University, 1971.

THOMAS R. PUKLIN, LL.M., *Assistant Professor of Law.*
B.A., Northwestern University, 1966; J.D., De Paul University, 1969; LL.M., University of Illinois, 1970.

CONRAD RAABE, Cand. Ph.D., *Assistant Professor of Political Science; Chairman of the Department.*
A.B., Franklin and Marshall College, 1962; M.A. Pennsylvania State University, 1964; Cand. Ph.D., ibid.

ROBERT J. RATCHFORD, S.J., Ph.D., *Assistant Professor of Chemistry.*
B.S., Spring Hill College, 1953; Ph.D., The Catholic University of America, 1958.

PAUL RENAUD, M.A., *Assistant Professor of Criminology.*
B. of Ed., Teacher's College, Montreal, 1946; M.A., University of Montreal, 1962.

SR. CAROL REUSS, Ph.D., *Assistant Professor of Journalism.*
B.A., St. Mary of the Woods, 1954; M.A., University of Iowa, 1953; Ph.D., ibid., 1971.

JANET MARY RILEY, Cand. S.J.D., *Associate Professor of Law.*
A.B., Loyola University, New Orleans, 1936; B.S. in L.S., Louisiana State University, 1940; J.D., Loyola University, New Orleans, 1952; LL.M., University of Virginia, 1960; Cand. S.J.D., ibid.,

JESUS R. RODRIGUEZ, Ed.D., *Associate Professor of Spanish.*
B.A., Instituto de Santa Clara Cuba, 1934; Ed.D. Havana University, 1947; M.A., in Eng., Universidad Central, Cuba, 1952.

SANDRA B. ROSENTHAL, Ph.D., *Associate Professor of Philosophy.*
B.A., Newcomb College, 1964; M.A., Tulane University, 1965; Ph.D., ibid., 1967.

ROCHELLE H. ROSS, M.A., *Assistant Professor of Russian.*
Certificat d'aptitude, Alliance Francaise, 1939; B.A., University of Miami, 1964; M.A., Tulane University, 1967.

DENNIS L. ROUSSEAU, LL.M., *Associate Professor of Law; Executive Assistant to the President.*
A.B., Loyola University, New Orleans, 1957; J.D., ibid., 1957; LL.M., Harvard University, 1958; B.B.A., Loyola University, New Orleans, 1960.

ORLANDO SAA, S.J., M.A., *Assistant Professor of Modern Foreign Languages.*
B.A., Comillas University, Spain, 1951; Ph. & Let. L., Oriente University, Cuba, 1955; S.T.B., St. Mary's University, Canada, 1959; Ph. & Let.D., Oriente University, 1960; M.A., Spring Hill College, 1963.

RAYMOND N. SABATINI, Ph.D., *Associate Professor of Romance Languages; Chairman of the Department of Modern Foreign Languages.*
B.A., University of Southwestern Louisiana, 1957; Ph.D., Louisiana State University, 1967.

JAMES W. SALTER, Ph.D., *Associate Professor of Mathematics.*
B.A., College of Steubenville, 1960; Ph.D., University of Pittsburgh, 1965.

JAMES L. SCHMIT, M.B.A., *Assistant Professor of Computer Science.*
B.S., Tulane University, 1964; M.B.A., ibid., 1966.

JOHN F. SEARS, M.B.A., *Assistant Professor of Business; Assistant Dean, City College.*
B.A., Southeastern Louisiana College, 1966; M.B.A., Loyola University, New Orleans, 1969.

G. RALPH SMITH, Ph.D., *Professor of Management.*
B.S., Hamilton College, 1937; M.S., Syracuse University, 1950; Ph.D., ibid., 1954.

HILDA CHIARULLI SMITH, Ph.D., *Associate Professor of Education.*
B.S., Syracuse University, 1941; M.A., ibid., 1947; Ph.D., ibid., 1955.

MARCUS A. SMITH, Ph.D., *Associate Professor of English.*
B.A., Rice University, 1958; M.A., Boston College, 1959; Ph.D., University of Wisconsin, 1964.

THOMAS H. SPONSLER, LL.M., *Assistant Professor of Law.*
B.A., University of Tolendo, 1964; J.D., ibid., 1967; LL.M., Yale University, 1968.

FRANK J. STASS, M.B.A., *Associate Professor of Accounting.*
B.S., Loyola College, Baltimore, 1951; M.B.A., Tulane University, 1953.

LAWRENCE J. STROHMEYER, M.S., *Associate Professor of Physics.*
B.S., Loyola University New Orleans, 1938; M.S., New York University, 1940.

FRANCIS P. SULLIVAN, S.J., S.T.D., *Assistant Professor of Theology.*
A.B., Boston College, 1954; M.A., Ibid., 1955; S.T.L., Ibid., 1962; S.T.D., Institut Catholique de Paris, 1971.

FREDERICK W. SWAIN, JR., LL.M., *Assistant Professor of Law.*
A.B., Tulane University, 1959; J.D., ibid., 1967; L1.M., University of California at Berkeley, 1968.

JAMES E. SWEARINGEN, Ph.D., *Assistant Professor of English.*
B.A., North Texas State University, 1961; M.A., ibid., 1962; Ph.D., University of Minnesota, 1970.

SR. MARY GRACE SWIFT, Ph.D., *Associate Professor of History.*
B.S., Creighton University, 1956; M.A., ibid., 1960; Ph.D., University of Notre Dame, 1967.

RAO J. TATIKONDA, Ph.D., *Assistant Professor of Management.*
B.E., Andhra University, 1958; Ph.D., University of Texas, 1965; M.B.A., Tulane University, 1969; Cand. Ph.D., ibid.

JOSEPH A. TETLOW, S.J., Ph.D., *Dean of Arts & Sciences; Assistant Professor of History.*
A.B., Loyola University, Chicago, 1952; Ph.D., Brown University, 1969.

LEWIS J. TODD, A.M., *Associate Professor of Mathematics.*
B.S., Loyola University, New Orleans, 1953. A.M., Tulane University, 1952.

*BERNARD A. TONNAR, S.J., M.A., *Associate Professor of Mathematics.*
A.B., St. Louis University, 1937; A.M., The Catholic University of America, 1940; S.T.L., St. Louis University, 1946.

JAGDISH M. UPADHYAY, Ph.D., *Associate Professor of Microbiology.*
B.Pharm., Gujerat University, India, 1951; M.S., University of Michigan, 1957; Ph.D., Washington State University, 1963.

FELINO J. VALIENTE, Ph.D., *Professor of Accounting and Finance.*
B.B.A., Tulane University, 1956; M.B.A., ibid., 1960; C.P.A., 1964; Ph.D., Louisiana State University, 1967.

SHERMAN VANDER ARK, Ph.D., *Assistant Professor of Music Education.*
A.B., Calvin College, 1962; M.A., Ohio State University, 1964; Ph.D., ibid, 1970.

BERNARD KEITH VETTER, LL.M., *Assistant Professor of Law*
B.A., Louisiana State University, 1962; L1.B., ibid., 1964; L1.M., George Washington Graduate School of Public Law, 1965.

HAROLD VETTER, Ph.D., *Professor of Psychology.*
B.A., University of Buffalo, 1949; M.A., Ibid., 1952; Ph.D., Ibid., 1955.

MARIE E. VILLERE, B.S. in M.T., *Assistant Professor of Medical Technology.*
B.S., in M.T., Loyola University, New Orleans, 1943; M.T., (A.S.C.P.), 1944.

JASJIT SINGH WALIA, Ph.D., *Associate Professor of Chemistry.*
B.S., Honors, Punjab University, India, 1955; M.S., Honors, ibid., 1956; Ph.D., University of Southern California, 1960.

COLONEL J. WALLACE, Ph.D., *Assistant Professor of Psychology; Chairman of the Department.*
B.S., University of Texas, 1959; M.A., University of Houston, 1967; Ph.D., ibid., 1969.

RICHARD F. WASHELL, Ph.D., *Assistant Professor of Philosophy.*
B.A., St. John's University, 1960; M.A., ibid., 1962; Ph.D., University of Toronto, 1969.

*On leave of absence.

DAVID J. WELLS, Ph.D., *Assistant Professor of French.*
B.A., Baldwin-Wallace College, 1962; M.A., Western Reserve University, 1966; Ph.D., Ohio State University, 1969.

*RICHARD S. WENDT, Ph.D., *Associate Professor of Chemistry.*
A.B., Washington University, St. Louis, 1954; Ph.D., University of Wisconsin, 1960.

LEONARD L. WHITE, B.F.A., *Assistant Professor of Journalism.*
B.F.A., Kansas City Art Institute, 1965.

GEORGE H. WILSON, M.S., *Assistant Professor of Management.*
B.S., University of Illinois, 1950; M.S., George Washington University, 1968.

RAY H. WITHAM, B.A., *Associate Professor of Mathematics.*
B.A., Illinois College, 1945.

JACQUES E. YENNI, S.J., Ph.D., *Professor of Economics.*
B.S., Ec., Loyola University, New Orleans, 1930; M.A., St. Louis University, 1936; Ph.D., University of California, Berkeley, 1949.

LEO C. ZINSER, J.D., *Associate Professor of Drama and Speech.*
Ph.B., Loyola University, New Orleans, 1933; J.D., ibid., 1935.

# The Extraordinary Faculty

ELLEN C. ANDES, M.L.S., *Science Librarian.*
B.A., Baldwin-Wallace College, 1965; M.L.S., Drexel Institute of Technology, 1966.

JOHN G. ARNOLD, JR., Ph.D., *Professor Emeritus of Biology.*
A.B., Ohio State University, 1930, A.M., Wesleyan University, 1932; Ph.D., New York University, 1934.

PETER AXTEN, Cand. Ph.D., *Instructor in Sociology.*
B.A., Drake University, 1952; M.A., University of Iowa, 1957; Cand. Ph.D., ibid.

JOSEPH BAKSHIS, *Lecturer in Communications.*

HAROLD BALLAM, JR., Mus.M., *Instructor in Bassoon.*
B.M., Louisiana State University, 1957; Mus.M., ibid., 1959.

LEO BERGMAN, D.D., *Lecturer in Theology.*
B.A., Western Reserve University, 1934; M.A., Hebrew Union College, 1940; D.D., ibid., 1965.

GUY F. BERNARD, Mus.M., *Professor Emeritus of Piano.*
B.M., Loyola University, New Orleans, 1935; Mus.M., Eastman School of Music, Rochester, 1938.

CHARLES C. BLANCQ, III, Cand. Ph.D., *Instructor in Percussion.*
B.M.E., Loyola University, New Orleans, 1962; M.A., North Texas State University, 1966; Cand. Ph.D., Tulane University.

JOSEPH V. BOLOGNA, J.D., *Lecturer on Title Examination.*
A.B., Loyola University, New Orleans, 1939; J.D., ibid., 1941.

* On Leave of Absence

SAMSON P. BORDELON. Ph.D., *Lecturer in Education.*
B.A., St. Michael's College, 1943; M.Ed., Louisiana State University, 1953; Ph.D., University of Southern Mississippi, 1966.

LUCILLE M. BOSTICK, A.M., *Associate Professor Emerita of Education.*
A.B., Tulane University, 1926; A.M., ibid., 1923.

ERNEST BRIONES, JR., Cand., Ph.D., *Instructor in Philosophy.*
A.B., University of Texas, 1963; M.A., University of Notre Dame, 1967, Cand. Ph.D., ibid.

BRENDAN FRANCIS BROWN, D.Phil. in Law, *Professor Emeritus of Law.*
A.B., The Creighton University, 1921; LL.B., ibid., 1924; LL.M., The Catholic University of America, 1925; J.U.B., ibid., 1926; J.U.L., ibid., 1926; J.U.D., ibid., 1927; D.Phil. in Law, Oxford University, 1932.

CAROLYN BRUNGARDT, B.S., *Instructor in Dental Hygiene.*
B.S., Loyola University, New Orleans, 1970.

MAURICE P. BRUNGARDT, B.A., *Instructor in History.*
B.A., Notre Dame, University; Cand. Ph.D., University of Texas.

LORYNNE CAHN, M.Ed., *Instructor in Education.*
B.S., New York University, 1950; M.Ed., Loyola University, New Orleans, 1969.

GUILLERMO CAMPOS, Cand. Ph.D., *Instructor of Spanish.*
B.A., University of Arizona, 1965; M.A., ibid., 1967; Cand. Ph.D., ibid.

SR. M. JULIANE CAREY, R.S.M., B.S., *Lecturer in Hospital Training.*
B.S., Webster College, 1955; M.T., (A.S.C.P.), 1959.

OLIVER PROVOSTY CARRIERE, J.D., *Lecturer on Federal Jurisdiction and Procedure.*
A.B., Louisiana State University, 1925; J.D., ibid., 1927

CHRISTINE A. CHRISTMAN, M.S.W., *Instructor in Music Therapy.*
B.M.T., Loyola University, New Orleans, 1962; M.S.W., Tulane University, 1966.

JAMES H. CHUBBUCK, M.A., *Assistant Professor of Political Science; Director of Institute of Politics.*
B.A., Louisiana State University, 1953; M.A., ibid., 1961.

RUPERT COPPONEX, *Lecturer in Communications.*

WILLIAM T. COTTON, Cand. Ph.D., *Instructor in English.*
B.A., Cornell University, 1958; M.A., University of New Mexico, 1963; Cand. Ph.D., ibid.

BARBARA CRETINI, B.S., *Instructor in Medical Technology.*
B.S. in Medical Technology, Loyola University, New Orleans, 1959.

PHILIP DYNIA, Cand. Ph.D., *Instructor in Political Science.*
B.A., Georgetown University, 1966; Cand. Ph.D., ibid.

JOSEPH ENGLERT, *Lecturer in Communications.*

RICHARD ERB, B.A., *Instructor in Trombone.*
B.A., Carnegie Institute of Technology, 1962.

J.C. ERWIN, M.D., *Lecturer in Medical Technology; Director of Hospital Training.*
A.B., Wofford College, 1949; M.D., Harvard University, 1953.

FRED FAIR, B.A., *Lecturer in Medical Technology.*
B.A., University of Louisville, 1958; M.T., (A.S.C.P.), 1958.

ROBERT E. FLESHMAN, B.A., *Instructor in Drama and Speech.*
B.A., William Jewell College, 1950.

RICHARD A. FRANK, Cand. Ph.D., *Instructor in German.*
B.A., College of the City of New York, 1966; Cand. Ph.D., Rice University.

ANTHONY J. GAGLIANO, Cand. Ph.D., *Lecturer in History; Assistant Director of Institute of Human Relations.*
A.B., Loyola University, New Orleans, 1963; Cand. Ph.D., University of California, Los Angeles.

WILLIAM C. GAMBEL, LL.M., *Lecturer in Taxation.*
Ll.B., Loyola University, New Orleans, 1964; Ll.M., Boston University, 1965.

JOHN C. GARDENER, Cand. D.M.A., *Instructor in French Horn.*
B.M., Murray State University, 1963; M.M., Indiana University, 1965; Cand. D.M.A., ibid.

THOMAS V. GILBRIDE, S.T.D., *Lecturer in Psychology.*
B.A., Marist College, 1953; M.A., The Catholic University of America, 1960; S.T.L., ibid., 1963; S.T.D., ibid., 1968; Cand. Ph.D., Louisiana State University.

FREDERICK J. GISEVIUS, JR., J.D., *Lecturer on Trial Practice.*
J.D., Loyola University, New Orleans, 1936.

LUCILLE GODELFER, A.B., *Lecturer in Medical Technology.*
A.B., Newcomb College, 1924; M.T., (A.S.C.P.), 1939.

PAUL J. GUMA, Mus.M., *Instructor in Classic Guitar.*
B.M.E., Louisiana State University, 1939; Mus.M., ibid., 1941.

LELIA HALLER, *Instructor in Ballet.*
Academie de la Musique et la Danse, Paris, France.

WILLIAM H. HARRIS, JR., M.D., *Lecturer in Medical Technology; Director of Hospital Training.*
A.B., Tulane University, 1936; M.D., ibid., 1940.

RALPH MILO HARTWELL, M.D., *Lecturer in Medical Technology; Director of Hospital Training.*
M.D., Louisiana State University, 1937.

GEORGE HAUSER, M.D., *Lecturer in Medical Technology; Director of Hospital Training.*
M.D., Tulane University, 1915.

JOSEPH HEBERT, JR., Mus.M., *Instructor in Music Education; Director of Bands.*
B.M.E., Loyola University, New Orleans, 1963; Mus.M., Manhattan School of Music, 1965.

ANDREE HELLER, B.M., *Associate Professor Emerita of French.*
B.M., New Orleans Conservatory of Music and Dramatic Art, 1926; Diplome de Prefesseur de Francais a l'Etranger, University of Paris, 1922.

AMBROSE J. HERTZOG, M.D., *Lecturer in Medical Technology.*
B.S., Spring Hill College, 1928; M.D., Tulane University, 1932; M.S., University of Minnesota.

GEORGE HOAG, B.A., *Instructor in Sociology.*
A.B., Loyola University, New Orleans, 1957; Cand. Ph.D., Tulane University.

EDWARD J. IRELAND, Ph.D., *Professor Emeritus of Pharmacology.*
A.B., University of Wisconsin, 1926; B.S. in Pharm., ibid., 1929; M.S., ibid., 1930; Ph.D., ibid., 1935.

FRANCIS L. JANSSEN, S.J., M.A., *Lecturer in German and Philosophy.*
A.B., Loyola University, 1920; A.B., Gonzaga University, 1922; M.A., ibid., 1923; M.A., Loyola University, 1932.

LARRY JOHNSON, M.A., *Lecturer in Communications.*
B.A., University of Michigan, 1948; M.A., ibid., 1952.

PHIL JOHNSON, *Lecturer in Communications.*

THOMAS JOYCE, S.J., TH,L. *Instructor in Philosophy.*
A.B., Boston College, 1955; M.A., Ibid., 1959; Th.L., Weston College, 1966; Cand. Ph.D., Georgetown University.

SR. MELANIE JUMONVILLE, C.S.J., B.S., *Lecturer in Education.*
B.S., Loyola University, New Orleans, 1969.

DONG H. KIM, Ph.D., *Lecturer in Philosophy.*
B.A., Bradley University, 1957; M.A., University of Florida, 1959; Ph.D., University of North Carolina, 1967.

ELIZABETH E. LAIRD, M.Ed., *Lecturer in Physical Education.*
B.S., William Carey College, 1959; M.Ed., Loyola University, New Orleans, 1969.

OLAF LANGLAND, D.D.S., *Lecturer in Dental Hygiene.*
D.D.S., University of Iowa, 1951; M.S., ibid., 1961.

MEL LEAVITT, *Lecturer in Communications.*

CATHERINE LEBLANC, B.S., *Instructor in Physical Education.*
B.S., McNeese State College, 1964.

LAURA L. LECHE, B.S.L.S., *Reference and Serials Librarian*
B.A., Louisiana State University, 1931; B.S.L.S., ibid., 1941.

EDITH L. LEVITT, B.S., in M.T., *Lecturer in Medical Technology.*
B.S. in M.T., Loyola University, New Orleans, 1949; M.T., (A.S.C.P.), 1949.

WALTER S. MAESTRI, S.J., Cand. Ph.D., *Instructor in Sociology; Chairman of the Department.*
A.B., Spring Hill College, 1967; M.A., Tulane University, 1968; Cand. Ph.D., ibid.

THOMAS F. MAHER, S.J., A.M., *Associate Professor Emeritus of English*
A.M., Gonzaga University, 1925.

STANISLAU J. MAKIELSKI, JR., Ph.D., *Visiting Professor of Political Science.*
Bachelor of City Planning, University of Virginia, 1960; Ph.D., Columbia University, 1965.

KARL A. MARING, S.J., Ph.D., *Professor Emeritus of Physics.*
A.B., Woodstock College, 1915; A.M., ibid., 1916; Ph.D., St. Louis University, 1932.

EDWARD H. McGEE, Cand. Ph.D., *Instructor in History.*
B.A., Millsaps College, 1965; M.A., University of North Carolina, 1968; Cand. Ph.D., ibid.

BERT MEAD, S.J., Ph.D., *Lecturer in Psychology.*
A.B., Spring Hill College, 1955; S.T.L., Saint Louis University, 1964; Ph.D., Loyola University, Chicago, 1969.

J. RALPH MEIER, M.D., *Lecturer in Medical Technology; Co-Director of Hospital Training.*
B.S., Centenary College, 1951; M.D., Louisiana State University, 1955.

JOHN MERCER, B.M., *Instructor in Oboe.*
B.M., Oberlin College, 1962.

MAURY MIDLO, B.A., *Lecturer in Communications.*
B.A., Tulane University, 1956.

ERIC MILLER, M.A., *Instructor in Communications.*
B.S., Iowa State University, 1965; M.A., Michigan State University, 1969.

JOHN C. MODSCHIEDLER, Ph.D., *Instructor in Religious Studies.*
B.A., Elmhurst College, 1959; B.D., Eden Theological Seminary, 1962; M.A., University of Chicago, 1970; Ph.D., 1971.

EDWARD MOISE, *Lecturer in Communications.*

JOYCE MOORE, M.Ed., *Instructor in Education.*
B.S., Florence State College, 1956; M.Ed., Auburn University, 1961.

ROBERT MOORE, *Lecturer in Communications.*

JANICE MOSIER, M.A., *Instructor in English.*
B.A., Newcomb College, 1965; M.A., Tulane University, 1967.

WARREN E. MOULEDOUX, J.D., *Lecturer on Legal Ethics.*
A.B., Loyola University, New Orleans, 1943; J.D., ibid., 1943.

ELIZABETH NORSWORTHY, B.S., *Lecturer in Medical Technology.*
B.S., Louisiana State University, 1933; M.T., (A.S.C.P.), 1944.

A. DALLAM O'BRIEN, JR., LL.B., *Lecturer on Federal Rules.*
A.B., Tulane University, 1929; LL.B., ibid., 1931.

MICHAEL O'CONNOR, Lecturer in Communications.

WILLIAM ODOM, Cand. Ph.D., *Instructor in German.*
B.A., Louisiana State University, 1961; Cand. Ph.D., Tulane University.
*On leave of absence.

ESTHER M. OLIN, Mus.M., *Instructor in Theory and Violin.*
B.M., Wheaton College, 1956; Mus. M., Eastman School of Music, 1961.

CLAIR A. ORIOL, B.S.L.S., *Head Cataloger.*
B.A., Loyola University, New Orleans, 1934; B.S.L.S., Louisiana State University, 1940.

CHARLES PADDOCK, *Instructor in Voice.*
Certificate, Teatro Communale, Florence, Italy.

ZVI SCHOUBIN, *Lecturer in Communications.*

JOSEPH V. SCHLOSSER, M.D., *Special Instructor in Oncology.*
M.D., Tulane University, 1942.

ELIZABETH B. SCHWARZ, *Assistant Professor of Piano.*
B.M., Loyola University, New Orleans, 1943.

GRANVILLE M. SEMMES, A.B., *Lecturer in Communications.*
A.B., Duke University, 1947.

NORMAN L. SMITH, *Instructor in Trumpet.*

RAYMOND K. SMITH, M.A., *Lecturer in Education.*
B.A., Xavier University, New Orleans, 1946; M.A., ibid., 1951.

ISABEL SNYDER, A.M., *Associate Professor Emerita of Spanish.*
Ph.B., Loyola University, New Orleans, 1930; A.M., ibid., 1934.

LOUIS G. SONIAT, S.J., A.M., *Professor Emeritus of Theology and Modern Foreign Languages.*
A.B., Gonzaga University, 1925; A.M., ibid., 1926.

THOMAS J. SPITZFADEN, B.A., *Instructor in Theology.*
B.A. Immaculate Conception College, 1965.

BARBARA STEINBERG, Cand. Ph.D., *Instructor in English.*
B.S., University of Wisconsin, 1965; M.A., University of California, Berkeley, 1969; Cand. Ph.D., ibid.

SANDRA SUTTON, B.S., *Instructor in Dental Hygiene.*
B.S., Loyola University, New Orleans, 1968.

THOMAS C. TEWS, M.S., *Instructor in Drama.*
B.S., University of Wisconsin, 1957; M.S., Ibid., 1966; Cand. Ph.D., Louisiana State University.

JUDITH McPHEE THREADGILL, M.S., *Instructor in Mathematics.*
B.A., Seattle University, 1962; M.S., University of Notre Dame, 1965.

MARY A. TORTORICH, B.M., *Assistant Professor of Voice.*
B.M., Loyola University, New Orleans, 1942.

OCTAVE J. TOURNILLON III, D.Ed., *Lecturer in Physical Education.*
B.S., University of Southwestern Louisiana, 1949; M.S., Louisiana State University, 1953; D.Ed., University of Southern Mississippi, 1967.

MERVIN L. TRAIL, M.D., *Special Lecturer in Oncology.*
B.A., Bridgewater College, 1955; M.D., University of Maryland, 1959.

FRANK J. TRAPANI. *Instructor in Trumpet.*

JAMES L. TUNGATE, M.A., *Instructor in Communications.*
B.S., Illinois Wesleyan University, 1969; M.A., Northwestern University, 1970; Cand. Ph.D., Northwestern University.

JEANNETTE M. VILLARRUBIA, B.B.A., *Instructor in Business Administration and Business Sciences; Acting Director of Administrative Practices Program.*
B.B.A., Loyola University, New Orleans, 1964; C.P.S., 1969.

JAMES G. VOLNY, M.S. in L.S., *University Librarian.*
B.S., Kent State University, 1953; M.S. in L.S., Western Reserve University, 1963.

BARBARA H. VONDRAK, M.S., *Instructor in Dental Hygiene.*
B.S. in Dental Hygiene, University of Iowa, 1964; M.S. in Dental Hygiene, ibid., 1966.

FRANK M. WAGAR, J.D., *Dean of Students. Instructor in Political Science.*
B.S., Loyola University, New Orleans, 1964; J.D., Tulane University, 1968.

JOE ELLIS WALKER, Cand. Ph.D., *Lecturer in Political Science.*
B.A., Louisiana State University in New Orleans, 1962; M.A., Tulane University, 1965; Cand. Ph.D., ibid.

SR. JANE WALKER, O.P., M.A., *Instructor in Theology.*

S. JANE WHITE, B.S., *Lecturer in Hospital Training.*
B.S., Mississippi State College for Women, 1953; M.T. (A.S.C.P.), 1954.

LINDA C. WILSON, R.D.H., *Clinical Lecturer in Dental Hygiene.*
Cert. in Dental Hygiene, Loyola University, New Orleans, 1968.

ELAINE WINGERTER, B.S., *Lecturer in Instrumentation.*
B.S. in M.T., Loyola University, New Orleans, 1945.

L. F. WINGERTER, J.D., *Lecturer on Louisiana Procedure.*
A.B., Loyola University, New Orleans, 1938; J.D., ibid., 1940.

BENJAMIN L. WREN, S.J., Cand. Ph.D., *Instructor in History.*
A.B., Spring Hill College, 1954; S.T.L., St. Louis University, 1963; M.A., University of Arizona, 1967; Cand. Ph.D., ibid.

PAUL J. YACICH, *Lecturer in Communications*

## ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

John A. F. Hever, S.J., President
1717 Massachusetts Avenue, N.W., Suite #402
Washington, D.C., 20036
Telephone: (202) 667-3888

ALABAMA
Spring Hill College, Mobile

CALIFORNIA
Loyola University, Los Angeles
Santa Clara University, Santa Clara
University of San Francisco, San Francisco

COLORADO
Regis College, Denver

CONNECTICUT
Fairfield University, Fairfield

DISTRICT OF COLUMBIA
Georgetown University, Washington

ILLINOIS
Loyola University, Chicago

LOUISIANA
Loyola University, New Orleans

MARYLAND
Loyola College, Baltimore

MASSACHUSETTS
Boston College, Boston
Holy Cross College, Worcester

MICHIGAN
University of Detroit, Detroit

MISSOURI
Rockhurst College, Kansas City
St. Louis University, St. Louis

NEBRASKA
The Creighton University, Omaha

NEW JERSEY
Saint Peter's College, Jersey City

NEW YORK
Canisius College, Buffalo
Fordham University, New York
Lemoyne College, Syracuse

OHIO
John Carroll University, Cleveland
The Xavier University, Cincinnati

PENNSYLVANIA
Saint Joseph's College, Philadelphia
University of Scranton, Scranton

WASHINGTON
Gonzaga University, Spokane
Seattle University, Seattle

WEST VIRGINA
Wheeling College, Wheeling

WISCONSIN
Marquette University, Milwaukee

# General Index


| | Page |
|---|---|
| Absence | 30 |
| Administration, Officials | 232 |
| Admissions, General | 10 |
| Freshman | 10 |
| Transfers | 12 |
| City College | 13, 123 |
| Dental Hygiene | 10 |
| Foreign | 13 |
| Special | 14 |
| Advanced Placement | 12 |
| Application, Instruction for | 10 |
| Arts and Sciences, College of | 35 |
| Assn. of Jesuit Colleges and Universities | 257 |
| Attendance, General | 30 |
| Attendance, Dental Hygiene | 30 |
| Board and Rooms | 15 |
| Board of Directors | 232 |
| Board of Regents | 234 |
| Business Administration, College of | 103 |
| Calendar | 4 |
| Certification for Teaching | 60 |
| City College | 123 |
| Classification of Students | 32 |
| Computer Center | 26 |
| Consortium | 26, 34 |
| Counseling, Academic | 22 |
| Counseling Bureau | 22 |
| Crossregistration with Tulane | 26 |
| Danna Center | 23 |
| Dean's List | 32 |
| Degree Requirements, General | 34 |
| Arts and Sciences | 36 |
| Business Administration | 103 |
| City College | 123 |
| Music | 125 |
| Discipline | 33 |
| Dismissal | 33 |
| Early Entrance | 11 |
| Employment, Student | 19 |
| Examinations, Dates for | 4 |
| Expenses | 14 |
| Faculty, Ordinary | 238 |
| Faculty, Extraordinary | 250 |
| Faculty Committees, University | 235 |
| Arts & Sciences | 236 |
| Business Administration | 237 |
| Music | 238 |
| Fees | 14 |
| Financial Aid | 19 |
| Freshman, Definition of | 32 |
| General Studies | 22 |
| Grades and Reports | 30 |
| Graduation, General Eligibility for | 31 |
| Graduation Honors | 35 |
| Health Service | 21 |
| Honors Programs | 95 |
| Housing | 18 |
| Incomplete Grades | 30 |
| Institute of Politics | 27 |
| International Studies | 28 |
| Junior, Definition of | 32 |
| Leave of Absence | 31 |
| Libraries | 26 |
| Loans | 19 |
| Map | 3 |
| Medical Service | 21 |
| Music, College of | 125 |
| Part time fees | 14 |
| Payment of Fees | 14 |
| Permission to take courses at other universities | 31 |
| Placement Office | 19 |
| Placement Credit | 12 |
| Probation | 32 |
| Publications | 24 |
| Quality Points | 32 |
| Radio Station | 8, 24, 46 |
| Refund Policy | 16 |
| Repetition of Courses | 31 |
| Reports and Grades | 31 |
| Retreats | 22 |
| ROTC | 27 |
| Schedule Changes | 31 |
| Scholarships | 19 |
| SCOPE | 14 |
| Senior, Definition of | 32 |
| Sophomore, Definition of | 32 |
| Spiritual Organizations | 22 |
| Standing | 32 |
| Summer school at other universities | 34 |
| Summer Session | 144 |
| Teacher Certification | 63 |
| Television Stations | 8, 46 |
| Tours, International | 28 |
| Transcripts | 15 |
| Transfer Students | 12 |
| Transient Students, Admission of | 12 |
| University, History of | 4 |
| Withdrawal | 32 |


## DEGREE PROGRAMS


| BACHELOR OF ARTS | Page |
|---|---|
| Classical | 48 |
| Communications | 50 |
| Drama | 56 |
| Economics | 59 |
| English | 68 |
| History | 70 |
| Journalism | 72 |
| Modern Foreign Lang. | 81 |

Page

Philosophy ..... 83
Political Science ..... 86
Psychology ..... 88
Sociology ..... 89
Speech ..... 56
Theology ..... 91
Visual Art ..... 93

BACHELOR OF SCIENCE

Biological Sciences ..... 40
Chemistry ..... 45
Computer Science ..... 74
Dental Hygiene ..... 52
Education
  Elementary ..... 64
  Physical ..... 65
  Secondary ..... 65
Mathematics ..... 74
Medical Technology ..... 79
Physics ..... 85
Pre-Dental ..... 44
Pre-Medical ..... 42

BACHELOR OF BUSINESS ADMINISTRATION

Accounting ..... 114
Computer Science ..... 119
Economics ..... 115
Finance ..... 117
General Business ..... 117
Management ..... 117
Marketing ..... 117
Secretarial Adm. ..... 120

BACHELOR OF MUSIC

Instrumental ..... 134
Music Therapy ..... 141
Piano and Organ ..... 137
Piano Pedagogy ..... 138
Theory & Composition ..... 140
Voice ..... 136

BACHELOR OF MUSIC EDUCATION

Instrumental ..... 129
Instrumental & Vocal ..... 133
Piano ..... 131
Vocal ..... 130

BACHELOR OF COMMERCIAL SCIENCE ..... 123

BACHELOR OF LIBERAL STUDIES ..... 123

BACHELOR OF POLICE SCIENCE 123

BACHELOR OF SOCIAL STUDIES 123

Page

## NON-DEGREE PROGRAMS

Aerospace Studies ..... 100
Associate Program in Administrative Practices ..... 122
Dental Hygiene (certificate) ..... 51
Honors & Privileged Studies ..... 95
Military Science ..... 95
Pre-Law ..... 102
Pre-Pharmacy ..... 102

CERTIFICATE PROGRAMS ..... 123

## COURSE DESCRIPTIONS

Accounting ..... 195
Biological Sciences ..... 146
Business Law ..... 149
Business Math ..... 149
Business Sciences ..... 149
Chemistry ..... 150
Classical Studies ..... 154
Communications ..... 156
Computer Science ..... 163
Criminology ..... 164
Dental Hygiene ..... 165
Drama ..... 167
Economics ..... 169
Education ..... 172
  Elementary ..... 173
  Physical ..... 175
  Secondary ..... 174
English ..... 179
Finance ..... 182
French ..... 191
General Business ..... 183
German ..... 191
Greek ..... 154
History ..... 184
Honors & Privileged Studies ..... 189
Journalism ..... 189
Latin ..... 154
Library Science ..... 178
Management ..... 194
Marketing ..... 195
Mathematics ..... 197
Medical Technology ..... 200
Military Science ..... 95
Music ..... 202
Philosophy ..... 208
Physics ..... 213
Political Science ..... 215
Psychology ..... 217
Religious Studies ..... 222
Russian ..... 191
Social Welfare ..... 221
Sociology ..... 219
Spanish ..... 191
Speech ..... 167
Theology ..... 222
Visual Arts ..... 230